



York University Senate Notice of Meeting

Thursday, June 14, 2018, 3:00 pm to 5:00 pm
Accolade Building West, Room 206, Keele Campus

AGENDA

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York University Senate

- 9. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy..... 192
 - a. Annual Report on Non-Degree Studies
 - b. Report of the Sub-Committee on Quality Assurance
- 10. Other Business

Consent Agenda

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

- 11. Minutes of the Meeting of May 24, 2018 (For approval)..... 292
 - 12. IMBA Program, Schulich School of Business / Faculty of Graduate Studies: Changes to Degree Requirements (page 40)
 - 13. Temporary Adjustment of the Application of the Senate Policy on Organized Research Units to Re-Sequence Charter Reviews (APPRC report, Action Item 4)
- M. Armstrong, Secretary

PRESIDENT'S KUDOS REPORT

JUNE 2018



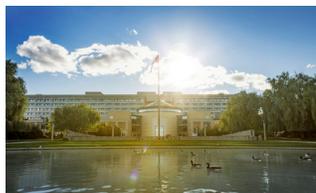
York Regional Council authorized a \$25-million contribution to York University's new [Markham Centre Campus](#), supporting the University's goal of ensuring students have increased access to high-quality, research-intensive education. The University has approved the campus design and build budget, and construction is set to begin this fall, with an expected opening date in fall 2021.



The [2018 President's University-Wide Teaching Award](#) recipients were announced and recognized for their innovative teaching practices, creativity and the commitment they bring to providing the best possible learning experiences for our students:



- Dan Palermo, Lassonde School of Engineering - Full-Time Senior Faculty category
- Ruth Koleszar-Green, Faculty of LA&PS - Full-Time Faculty category
- Bridget Cauthery, AMPD - Contract and Adjunct Faculty category
- Minha Ha, Lassonde School of Engineering - Teaching Assistant category
- Reena Shadaan, Faculty of Environmental Studies - Teaching Assistant category



York has been ranked #388 worldwide and #18 in Canada in the [2018 CWUR World University Rankings](#), the largest academic ranking of global universities, based on research output, alumni employment and other factors.



The School of Continuing Studies has launched a part-time [Certificate in Machine Learning](#) to address the increasing demand for machine learning specialists with the requisite technical skills, as well as an in-depth, real-world understanding of the ethical, social and business implications of their work. Created in collaboration with industry leaders in AI and machine learning, the certificate program will be the first of its kind offered in Canada.



Schulich professor James L. Darroch and co-author Patricia Meredith were awarded the prestigious [Donner Prize](#) for their book *Stumbling Giants: Transforming Canada's Banks for the Information Age*. The award is valued at \$50,000 and is given annually to the best public policy book in Canada.



York's Athletics & Recreation announced an agreement with York Sports & Entertainment to be the home of the new [YORK 9 Football Club](#), which will be the first-ever professional sports team to be based in the York Region.



Faculty of Environmental Studies faculty member [Lisa Myers'](#) artwork has been selected for the national billboard exhibit "Resilience," which will showcase artwork by fifty female First Nations, Inuit and Métis artists from across Canada.



Glendon student [Keesha Nurse](#) received the "Youth" award from Fondation franco-ontarienne in recognition of her outstanding contributions to the development of La Francophonie at Glendon Campus.

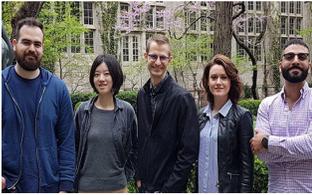


Lassonde professor [Michael Daly](#) has been awarded the 2018 CASI McCurdy Award from the Canadian Aeronautics and Space Institute. The award is presented to a pioneer and leader who has had key impacts on Canada's space robotics and planetary science programs, as well as the field of aeronautics and space research.



The Schulich community celebrated the achievements of four distinguished Schulich graduates at the annual Alumni Recognition Awards:

- Jasper Cheung (MBA '90) received the Outstanding Executive Leadership Award in recognition of his extraordinary achievement, leadership and innovation in a global operation;
- S. Jane Rowe (MBA '82) received the Outstanding Progress and Achievement Award for demonstrating outstanding career potential and achieving early success and recognition in her field;
- M. Marianne Harris (MBA/JD '83) was the recipient of the Outstanding Public Contribution Award in recognition of her dedication to public service as Chair of the Investment Industry Regulatory Organization of Canada;
- Dominic Barton (Hon LLD '12) received the Outstanding Contribution to Schulich Award for promoting the interests of Schulich through partnership, impact and thought leadership.

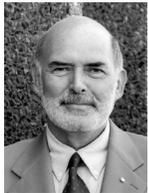


Five [Osgoode students](#) have been selected to participate in an innovative training boot camp in Chicago this month, followed by paid internships this summer, as part of the Institute for the Future of Law Practice. The boot camp is designed to provide the knowledge and skills necessary for 21st-century law practice, which the students will then utilize in paid internships for employers as follows:

- JD/MBA student Omar Alsayyed - Osler, Hoskin & Harcourt LLP
- Professional LLM student Yonida Koukio - Bennett Jones LLP
- JD student Cameron McMaster - Kira Systems Inc.
- JD/MBA student Raffaele Virdo - Blake, Cassels & Graydon LLP
- JD student Fanqi Wang - McCarthy Tétrault LLP



Clinical psychology PhD candidate [Brittany Rosenbloom](#) placed first in a national poster competition held during the 39th Annual Scientific Meeting of the Canadian Pain Society for her research involving chronic pain and opioid use after major pediatric surgery.



Honorary degree recipient and arts advocate [Peter A. Herrndorf](#) (LLD '89) will receive a special Lifetime Artistic Achievement award at the 2018 Governor General's Performing Art Awards.



[Three faculty members](#) have been named 2018 Distinguished Research Professors, a title given to active members of the academy in recognition of their outstanding scholarly achievements in research:

- Professor Nantel Bergeron, Dept. of Mathematics and Statistics, Faculty of Science;
- Professor Bernard Lightman, Dept. of Humanities, Faculty of LA&PS;
- Professor Anne Russon, Dept. of Psychology, Glendon Campus



Three graduate students will be awarded [Governor General's Academic Gold Medals](#) at Spring Convocation, considered the most prestigious award that students in Canadian schools can receive:

- Miranda Di Lorenzo, Psychology
- Tamas Nagypal, Cinema & Media Studies
- Rebecca Hall, Political Science





Ten students received the annual [Robert J. Tiffin Leadership Award](#) in recognition for their achievements in leadership, dedication, integrity and enthusiasm. Their names will be added to the awards display wall in the Vari Hall Rotunda and are as follows:

- Ilia Azari, Faculty of Health
- Antonnia (Kiana) Blake, Faculty of Liberal Arts & Professional Studies
- Cindy Ta, Faculty of Liberal Arts & Professional Studies
- Pierre-André Thériault, Osgoode Hall Law School
- Ramona Satipi, Lassonde School of Engineering
- Sebastien Lalonde, Faculty of Liberal Arts & Professional Studies
- Winnie Yu, Faculty of Health
- Larissa Crawford, Faculty of Liberal Arts & Professional Studies
- Minha Ha, Lassonde School of Engineering
- Kristen Cote, Lassonde School of Engineering



Two former [York Lions](#) men's soccer players were both selected to Team of the Week in May. Mark-Anthony Kaye and Ryan Telfer, who have each become regular starters in Major League Soccer, were honoured as members of the Toronto and Los Angeles Football Clubs, respectively.



Lassonde's Bergeron Entrepreneurs in Science and Technology (BEST) Lab has received funding from the Ontario Government to develop an [Innovation-Enabled Workforce for Ontario](#). The project brings together an interdisciplinary team of experts in both workplace innovation and education program design, and will be led by Lassonde professor and BEST Lab Director Andrew Maxwell.



The Osgoode community celebrated the achievements of its graduates at the [2018 Dean's Alumni Reception](#). This year's honorees included:

- Alan Young '81
- Victoria Creighton '08
- Lisa Fineberg '10
- Marlon Hylton '09
- Paul J. J. Cavalluzzo '70
- Geoffrey Belsher '91
- Susan Lang '74.



Biology professor [Laurence Packer](#) was elected a fellow of the Royal Entomological Society for his scholarship on bee systematics and his efforts in increasing the taxonomic breadth of the bee collection at York.



Lions football receiver [Colton Hunchak](#) (pictured far left) was named the West Team's most valuable player at the 2018 U SPORTS Valero East-West Bowl, an all-star game which showcases the top U Sports football prospects in the country.



School of the Arts, Performance, Media & Design alumnus and producer [Noah Bingham](#), along with director Lena MacDonald, won the Corus-Hot Docs Forum Pitch Prize for their upcoming collaboration *Betrayal*. The award consists of a \$10,000 cash prize and is voted on by international buyers in attendance at the annual Hot Docs Forum.



Education professor [Mario DiPaolantonio](#) has been selected for a highly competitive visiting professorship at Soka University in Tokyo, Japan.



Lions wrestler [Alexandria Town](#) won the bronze medal in the 57kg weight class at the senior Pan American Championships in Lima, Peru. She is the most decorated women's wrestler in York program history and was also honoured with a Lions Legacy Award at the end of her final season.



School of the Arts, Media, Performance & Design alumnus [Matthew Shoychet](#)'s documentary *The Accountant of Auschwitz* won 2nd Place in Audience Favourites at the Hot Docs Canadian International Documentary Film Festival.



Biology PhD candidate [Thomas Onuferko](#)'s discovery of fifteen new species of cuckoo bees has been featured in a high-profile article from the *BBC*.



[Three Osgoode alumni](#) have been named recipients of the 2018 Law Society Medals, one of the highest honours bestowed by the Ontario bar, in recognition of their commitment to serving society and the legal professions. The recipients are:

- Gilles LeVasseur - LLM '05
- Professor Carissima Mathen - LLB '92
- Walter Martin Traub - BA '68, LLM '71, JD '71



Three students have been named recipients of the 2018 [Outstanding Graduating Anthropology Student Awards](#) from the Canadian Anthropological Society. The recipients are:

- Ana Speranza (not pictured) - BA candidate
- Janita Van Dyk - MA candidate
- Wangui Kimari - PhD candidate



[Karen Bridget Murray](#), associate professor in the Department of Politics, has been nominated for the 2018 John McMenemy Prize from the Canadian Association of Political Science for her article "The Violence Within: Canadian Modern Statehood and the Pan-territorial Residential School System Ideal."



Environmental Studies alumnus and urban planner [Darnel Harris](#) (MES '15) designed an award-winning bicycle- and pedestrian-friendly green space that seeks to advance mobility and sustainability in Toronto. The proposal, called the Mobility Greenway, has already won a Green Talents award from the German Federal Ministry of Education and Research for its balance of urban living, sustainability and transportation needs.



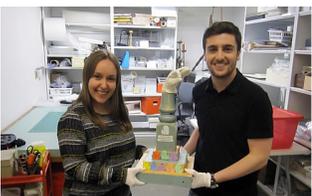
York's Campus Services & Business Operations (CSBO) [Grounds Crew](#) has launched a pilot initiative to replace equipment powered by gas and diesel fuel with electrically powered alternatives. The effort will improve air quality, reduce noise pollution, and benefit the health of York employees, as well as help the University reduce its greenhouse gas emissions at both the Keele and Glendon Campuses.



Faculty of Liberal Arts and Professional Studies professor [Caroline Hossein](#) (pictured far right) received an Honourable Mention for her book *Politicized Microfinance: Money, power and violence in the Black Americas* at the 2018 Congress of the Humanities and Social Sciences.



The Schulich School of Business's new [Rob and Cheryl McEwen Graduate Study & Research Building](#) was featured in *Awards Magazine* and cited as one of the "most environmentally sustainable and socially responsible academic buildings in Canada."



The Department of History has launched a new cross-disciplinary undergraduate [Certificate in Public History](#) in collaboration with Glendon History and the School of the Arts, Media, Performance & Design.



Professors Roger Keil and Patricia Wood are part of a team, including 6 universities and 7 colleges, that will receive a new Social Sciences and Humanities Research Council grant for the [StudentMoveTO](#) initiative to look at transportation options for postsecondary students in the GTHA.



Schulich School of Business PhD candidate [Tony Jaehyun Choi](#) won the Best Student Paper on Corporate Social Responsibility (CSR) Award at the Administrative Sciences Association of Canada 2018 Conference.



Post Doc [Larissa Vingilis-Jaremko](#) is a recipient of one of the American Society for Cell Biology's (ASCB) new Public Engagement Grants, which looks to support those engaging their local communities in the process of science and increasing public scientific literacy. Vingilis-Jaremko will direct her prize to the Canadian Association for Girls In Science (CAGIS), a volunteer-run science club for girls aged 7-16 that she founded.



Faculty of Liberal Arts and Professional Studies student [Michelle Cobblah](#) is the 2018 [Muldoon-Mosaic Bursary](#) winner. The Bursary is awarded annually to a first-year undergraduate social sciences student enrolled full-time in school.



Antonnia (Kiana) Blake is the recipient of the 2018 [Murray G. Ross Award](#), which is presented annually to a graduating student for scholarship and outstanding participation in undergraduate student life.



Faculty of Liberal Arts and Professional Studies alumnus [Taki Sarantakis](#) (BA '92, MA '93) has been named the next President of the Canada School of Public Service. Sarantakis currently serves as Associate Secretary of the Treasury Board of Canada Secretariat and as Deputy Minister University Champion for York University, where he works to advance connectedness between public service, universities and communities.



Osgoode alumna [Tracey Nieckarz](#) (LLB '93) has been appointed a judge of the Superior Court of Justice in Thunder Bay.



York's Athletics & Recreation announced that [Raymond Rudder](#) has been selected as the full-time head coach of the Lions track and field and cross country programs after a national search.

Executive Committee – Report to Senate

At its meeting of June 14, 2018

FOR ACTION

1. Nominees for the Election of Senate Committee Members and Other Positions

The Nominations Sub-Committee and the Executive Committee are hoping to fill all remaining vacancies before July 1. As a result, the Committee hopes to transmit a supplemental report with recommended nominees prior to the June 14 meeting.

FOR INFORMATION

2. Actions Taken by the Committee Prior to and Since the Outset of the Disruption

Attached as Appendix A is an updated chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on March 5. The Committee is confident that the remediation framework is largely completed, but will continue to monitor developments and may develop other options to assist in the completion of courses and finalization of grades.

3. Inquiries and Communications, Statements and Points of Order

At the Senate meeting of May 24, the Chair gave an undertaking to clarify aspects of proceedings regarding inquiries, communications and statements. It may also be helpful to remind Senators, as the Executive Committee did in March, about the nature of points of order.

Inquiries and Communications

In general, the item “Inquiries and Communications” is reserved for matters of direct relevance to Senate that do not fall under other items. The Academic Colleague to the Council of Ontario Universities reports under this item. From time to time other matters are addressed. These are special in nature and often of some urgency or timeliness.

Under the item “Inquiries and Communications” in May a Senator made a statement expressing concern about the tone of interventions at recent meetings and calling for civility in our interactions. This statement was made at an appropriate moment since it expressed a point of view about conduct and behavior at Senate meetings. The Chair was given notice of the statement and determined the contents were relevant to Senate. Asked if a response was permissible, the Chair indicated that it was not appropriate to debate a statement of this kind.

Responses to Committee Reports

Also at the meeting of May 24 a Senator responded to a Senate Executive item committing to consider the possibility of expanding on the language about Senate membership principles with specific reference to collegiality and respect at meetings or when communicating as Senators on listservs. The remarks were directed at the item, reinforcing the sense that it would be

Executive Committee – Report to Senate

helpful for the Executive Committee to reflect on the rules. Senators may comment on committee reports and views expressed about them. Contrary views should not be addressed to the speaker but rather focus on the text of the Committee's report.

Points of Order

Senate rules define points of order as allegations that a rule has been violated. Several times Senators rose on points of order to ask questions about process rather than alleging a violation of the rules. Unless there is an alleged violation of a rule – which requires that the rule be identified and obliges the Chair to halt other proceedings to render a definitive ruling – a point of order is not appropriate.

Questions will be answered by the Chair or by another Senator recognized by the Chair if necessary. Senators are reminded not to interrupt other speakers to pose a question or to raise a concern, and to refrain from speaking until they are recognized by the Chair.

4. Summer Authority

In accordance with Senate rules as amended in October 2006, Senate Executive is expected to affirm each June that,

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

The Committee may be required to consult with Senate during the summer in accordance with the terms of the Disruptions Policy.

5. Election Results

As a result of the ballot conducted from May 25 to June 1, Thomas Loebel has been elected as the Academic Colleague to the Council of Ontario Universities and Richard Gasparini has been elected to the Academic Standards, Curriculum and Pedagogy Committee (contract faculty member seat). Senate Executive is grateful to all of the individuals who stood for election for these positions.

6. Year in Review

A consolidated report on actions taken by Senate in 2017-2018 is attached as Appendix B. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils, along with the staff that support collegial governance, for their contributions during the year.

Executive Committee – Report to Senate

7. Senate Attendance in 2017-2018

Senate attendance in 2017-2018 was consistent with the average turnout of recent years (falling just above the moving average). Attendance was higher at the series of regular and special meetings in the spring. At other times the attendance was in line with the results of recent years.

The Committee is aware that many Faculty Councils are also struggling to promote attendance and participation. Some have even been forced to cancel meetings due to a lack of quorum. It is proving difficult to populate committees fully and in a timely fashion. The University Academic Plan 2015-2020 emphasizes the need to enhance collegial governance and commits to “facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes.”

Documentation is attached as Appendix C.

8. Faculty Council Rules Review: Glendon Elections

Glendon Faculty Council has instituted rules establishing the electorate for the election of Senators. The Committee concluded that the change was consistent with principles of collegial governance and practices elsewhere at the University.

9. Senator and Senate Committee Survey

The annual survey of Senators and Senate committee members will be conducted from June 15 to June 22. All members of Senate are encouraged to participate in this important exercise. At the suggestion of committee chairs, one of the open-ended questions will ask how you see your role in a wide collegial setting and how you engage with members of your units and constituencies.

10. Thanks to Departing Members

Special thanks are due to members whose terms on Senate Executive end on June 30: Mohammad Kiumarsi, Lauren Sergio and John Wu. All served with distinction, integrity and with a deep commitment to Senate and collegial governance. We wish all of them well in their future endeavours.

Lesley Beagrie, Chair

Franck van Breugel, Vice-Chair

Special thanks are due to Professor Lesley Beagrie as she ends her term as Chair. It has been a rare and special privilege to support her and to be the recipients of her camaraderie and compassion. She has been unstinting in her commitment to collegial

Executive Committee – Report to Senate

governance and collegiality and has dedicated countless hours to excelling at the many responsibilities of Senate Chair. She has also led York's mental health strategy and played an instrumental role in renewing the Senate Policy on Accommodations for Students with Disabilities.

Those of us at the University Secretariat are truly grateful for her time, talents and positive spirit. In recent months she devoted countless hours to complex tasks, sometimes from the early hours of the morning to late evenings. We wish Lesley the very best as she continues to serve her discipline, her profession, her communities and the University. First up: a warm, relaxing and happy summer by the lake!

With admiration, appreciation and best wishes always.

Maureen Armstrong and the staff of the University Secretariat

Senate Executive – Chronology of Meetings and Actions, Disruption of March-April 2018

<p>March 1 Special Meeting</p>	<p>With a strike appearing possible within days (“imminent” in the words of the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>), the Committee held a special meeting. At this meeting the Committee</p> <ul style="list-style-type: none"> • reviewed the Policy • confirmed an understanding of the legislative framework governing the continuation of classes in the context of a disruption and agreed to issue a commentary explaining that understanding • signed off on communications to be issued when a strike appeared imminent (on March 2) and the first day of a strike if one commenced on March 5
<p>March 2</p>	<p>In accordance with the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>, the Committee issued a declaration that a disruption appeared imminent. The communication was posted on a dedicated page on the Senate Website and distributed on Senate and Secretariat-Faculty Council listservs.</p> <p>The Committee also transmitted to Senators a “Commentary on the Continuation of Classes” in which it described the legislative framework governing authority to cancel classes in the event of a disruption.</p>
<p>March 3</p>	<p>The Chair of Senate received a petition signed by 27 Senators calling for a special meeting to discuss the role of Senate and Senate policy in the context of the disruption expected to commence on March 5. The petitioners asked that a special meeting be held on March 5.</p>
<p>March 4-5 Email canvas</p>	<p>In an e-mail canvas, the Chair of Senate sought the advice of Senate Executive members as to the timing of a special meeting as requested in the March 3 petition. A majority concluded that the special meeting should be held on Thursday, March 8 at 3:00, the normal meeting time of Senate, in order to maximize attendance.</p>
<p>March 5</p>	<p>On the first day of the strike by CUPE 3903, the Committee issued a formal declaration that there had been a significant disruption of academic activities. The Secretary received draft motions prepared for the special meeting of March 8. The Committee agreed to review them at a meeting on March 7 to determine if they were in order and ready for Senate consideration. The agenda for the special Senate meeting of March 8 was posted.</p>
<p>March 7 Special Meeting</p>	<p>The Committee held a special meeting to determine the status of draft motions submitted for consideration by Senate. Although they were received after the Committee had agreed to hold a special meeting for the purpose identified by petitioners, the Chair felt it would be helpful to review them as a courtesy to the drafters and as an aid to the Committee’s preparations for the special meeting of Senate on March 8. The Committee made the following decisions:</p> <ul style="list-style-type: none"> - the agenda will be based on a report from Senate Executive that responds to the petitioners’ request for an opportunity to discuss the role of Senate and Senate policy - consideration of the motions will be deferred pending discussion at the special meeting and reflections by the Committee

	<p>The Committee received “Notes on the Disruptions Policy and the <i>Class Cancellation Policy</i>” from the Secretary and agreed to share the document with Senate as an appendix to the Senate Executive report.</p> <p>The Committee agreed that there would be an extension of the drop date by which students can withdraw from a Winter term course without receiving a grade and the period during which students could elect a transcript notation of W. The decision will be communicated widely and promptly. New dates will be announced as the remediation framework takes greater shape. The change is applicable to undergraduate studies and will not apply to Faculties in which the Winter term withdrawal dates fell before the disruption began on March 5. No other decisions were made about a possible extension of full year courses or graduate courses.</p>
<p>March 9 Special Meeting</p>	<p>At a special meeting Provost Philipps reported that:</p> <ul style="list-style-type: none"> • as of March 8 the online TIMS course repository (for both undergraduate and graduate courses) showed that 58 per cent of primary course meets were active (meaning that course directors are instructing); active course percentages vary by Faculty (ranging from 30 to 100 per cent); in only three Faculties is the active course list under 50 per cent • anecdotal information indicates that student participation in courses that are continuing likewise spans a wide range • the dedicated Website housing FAQs is updated as needed (and reflects the Executive Committee’s communications); students are also being informed of developments through direct e-mail; when misinformation comes to light, or students have concerns about their rights, the Deans / Principal or their associates are following up with instructors • some placements have been put on hold, including Faculty of Education and Nursing program students; internships with public, private and not-for-profit organizations have also been impacted on a case-by-case basis; remediation planning must be sensitive to the special circumstances of such students • gate counts at the Scott Library are down from 13,000-14,000 visits daily to approximately 5,000, a still-considerable number of users • graduate thesis defenses are proceeding where they were previously scheduled and students wish to proceed; off-site locales are being used as necessary • faculty members have been provided with assistance in managing course Moodle sites in order to facilitate and expedite remediation <p>Reports from Faculty Councils were received. The Committee received the text of motions regarding the disruption dealt with by Faculty Councils.</p> <p>The Committee deferred consideration of guidance on the applicability of the Senate Policy on Course Evaluations. It did review an illustrative list of options for completing courses and finalizing grades based on the remediation framework developed during a strike in 2015. Members agreed that it was essential to lay out options as soon as possible so that the community is assured that courses can be completed albeit with remedies that do not guarantee the “same learning experience that they would have received in the absence of a Disruption” in the words of the policy.</p> <p>The Committee signed off on a communication, provided for in the Disruptions</p>

	Policy, drafted in anticipation that the strike would reach the one-week mark on March 12.
March 12	<p>The Committee issued a communication declaring that the Disruption that began on March 5 had exceeded one week in length. It was noted that:</p> <ul style="list-style-type: none"> • a disruption of one full week or more means that some adjustments to class schedules will be necessary for courses that have not continued • there will be modifications to normal academic regulations <p>A set of options for completing courses and finalizing grades is in development and will be communicated shortly. Some of the options will depend on how long the disruption lasts.</p>
March 13	<p>At its regular March meeting the Committee:</p> <ul style="list-style-type: none"> • received a statement submitted by members of the community on authority to suspend academic activities • heard an oral report from the Provost on the impact of the disruption • reviewed an updated report from Faculty Councils • agreed that the formal examination period for courses that have continued through the disruption – and students participating in those courses – would end no later than April 23 • reflected on discussion of disruption-related matters at the special Senate meeting of March 9 • discussed draft motions on aspects of the disruption and the authority for the suspension of academic activities submitted for consideration by Senate • began discussing a fuller set of options for completing courses and finalizing grades
March 14	The Committee issued a communication conveying its decision that the last day of the formal examination period for classes that have continued and students participating in those classes would be no later than April 23.
March 15 Special Meeting	<p>At a special meeting the Committee</p> <ul style="list-style-type: none"> • took note of statements and motions on the suspension of classes transmitted by units and Faculty Councils • received reports on the impact of the disruption from the Provost • agreed to a number of options for the completion of courses and finalization of grades to be announced on March 19 • reviewed an updated report from Faculty Councils • agreed to include, as Other Business for Which Due Notice Has Been Given, a hortative motion concerning the authority to suspend academic activities on the agenda of the regular Senate meeting of March 22, 2018; in doing so it noted that another draft motion had been withdrawn; the Committee endeavored to clarify the status of a second hortative motion about the suspension of Glendon courses
March 17- March 18 Email canvas	In an e-mail consultation, members contributed to the refinement of the document “Completion of Courses and Finalization of Grades” consolidating decisions made on March 16 and as previously communicated.
March 18	The Committee issued a declaration that the disruption had reached its 14 th day and explained the importance of this milestone for the length of terms.
March 19	The Committee issued the document “Completion of Courses and Finalization of Grades.” Members were also canvassed for their advice about a draft hortative

	<p>motion about Glendon course submitted for Senate consideration. A special meeting was called for March 20.</p>
<p>March 20 Special Meeting</p>	<p>At a special meeting the Committee received statements on the disruption by colleagues in the Faculty of Education and the Department of Psychology.</p> <p>The Committee returned to the options for completing courses and finalizing grades. It was confirmed that instructors may re-weight assignments but that students should retain the ability to complete the course requirements according to the original grading scheme. Regarding assessed grades, it was understood that a student can elect this option if they have completed 70 per cent of assignments. Course directors have the discretion to adjust the weight of assignments if 60 per cent of course work has been completed. Faculty members may also substitute and reweight assignments in consultation with students. The document should be clear that changes should not disadvantage students.</p> <p>The Committee confirmed that the Senate Policy on the Student Evaluation of Teaching continues to apply and that surveys may be conducted for all courses to ensure that students can provide faculty members with important feedback. Faculties should develop the means by which faculty members may communicate their desire to have evaluations conducted for their courses. The results of the evaluations conducted are to be used at the discretion of individual instructors.</p>
<p>March 22</p>	<p>At the regular March meeting Senate voted on two hortative motions (the term hortative refers to an expression of opinion; the passage of the motions had no substantial impact and will not, for example, result in classes being cancelled). In doing so it approved a motion that</p> <p style="padding-left: 40px;">Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.</p> <p>It defeated a motion that:</p> <p style="padding-left: 40px;">It is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike.</p> <p>On a point of order, the Chair ruled that Senate Executive has followed clauses of the “Disruptions Policy” requiring a meeting of Senate within fourteen days and consultations with Senate. This ruling was challenged. On a vote, the Chair’s ruling was upheld meaning that Senate agreed the Executive Committee’s actions were in accordance with the Policy.</p> <p>The Chair advised Senate that the Chair of the Board had expressed to her the view that the Board’s legislated responsibilities for the conduct, business and affairs of the university includes decisions with respect to continuing or not classes and other University activities in a strike. The Board Chair acknowledged the significant function Senate performs on its own and through the Senate Executive in addressing the academic implications of a labour disruption.</p>
<p>March 23</p>	<p>The Committee updated the document “Completion of Courses and Finalization of Grades.”</p>
<p>March 25</p>	<p>The document “Completion of Courses and Finalization of Grades” was updated to include text on “Supporting Students” which identified resources available to</p>

	students.
March 27 Special Meeting	<p>At a special meeting held on this date the Committee received reports from the Senate Appeals Committee on the impact of the disruption on petitions and appeals, and from the Provost. The Committee also agreed to update the March 19 “Completion of Courses and Finalization of Grades” document to reflect the following decisions:</p> <ul style="list-style-type: none"> • students may choose an assessed grade of their own volition if they have attained the requisite 70 per cent threshold and the course is eligible • the last day by which to exercise the assessed grade choice will be moved to April 9 from April 6 for courses that have continued, and to the first day of the revised examination schedule for those that are suspended (or for students who have not participated in continuing courses) • assessed grades will be revoked if students elect to undertake the final assignment • participation grades can be used to attain the 70 per cent threshold; adjustments must retain proportionality • language should be added that calls on faculty members to be flexible and reasonable when balancing academic integrity and fairness to students • although the 90-credit Computer Science program in Lassonde is not accredited, given the migration of students between programs, constituent courses will be ineligible for assessed grades • Thursday, April 5 was originally scheduled as a study day, but will be available for make-up classes for those courses that were suspended but have since resumed
March 28	An updated version of the Committee’s “options” document, reflecting decisions made at the March 27 meeting, was posted and distributed on Senate and Secretariat-Faculty Council listservs.
March 29	The document “Completion of Courses and Finalization of Grades” with the addition of guidance on the Osgoode Credit/No Credit option and refinements to the language on dropping a course without receiving a grade (in contrasting to withdrawing with a W transcript notation) and the date by which students could revert to an evaluated grade from Pass/Fail.
April 3 Special Meeting	<p>The Committee held a special meeting at which it was agreed that the “options” document:</p> <ul style="list-style-type: none"> • given the need for flexibility in the completion of courses, a provision of the Sessional Dates Policy will be relaxed such that remediation activities may be scheduled during the formal examination period of April 9 -22, provided that instructors and individual students agree to proceed; protections for students articulated in the Sessional Dates Policy will remain in place • the earliest that Summer term classes will begin is Tuesday, May 22; Schulich School of Business summer graduate courses will begin as planned on April 30; any other exceptions are subject to approval • in the hopes of maintaining full length terms in the summer, consideration of shortening the SU, S1 and S2 terms was <i>deferred</i> pending the outcome

	<p>of the supervised vote, the results of which were expected to be announced on April 9</p> <ul style="list-style-type: none"> • in cases where some students in a course have completed assignments worth 70 per cent and others have not, instructors are encouraged to exercise their discretion generously and re-weight other assignments to ensure all students are treated equitably <p>Also posted this date was a communication from the Chair of the Board of Governors on the matter of authority to cancel classes in which it was proposed that a process by which to resolve the question. The Committee confirmed that Senate must be engaged in the process. As a first step, it was agreed to propose that the Chairs and Vice-Chairs of the Executive committees meet to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. Given his expertise and willingness to assist, Dean Sossin will be invited to participate in the discussions.</p>
April 3	<p>An updated version of the Committee’s “options” document was posted and distributed on Senate and Secretariat-Faculty Council listservs. Also posted this date was a communication from the Chair of the Board of Governors on the matter of authority to cancel classes in which it was proposed that a process by which to resolve the question.</p>
April 10 Special Meeting	<p>At a special meeting the Committee received a motion intended for consideration at a special meeting of Senate on Thursday, April 12 at 3:00 p.m. The motion was cleared for debate. The Committee also agreed to submit a motion of its own on academic integrity and fairness to students.</p> <p>Reports were received from the Provost, Registrar and, through the Secretary, several Faculty Councils.</p> <p>The Committee approved changes to the document “Completion of Courses and Finalization of Grades” such that the following refinements will be incorporated:</p> <ul style="list-style-type: none"> • the addition of a number of smaller graduate and undergraduate programs that will begin Summer 2018 terms according to the original schedule under the Sessional Dates policy • expanded text on the ability of course directors to assist students in completing courses and finalizing grades <p>The Chair advised members that the Chair of the Board had accepted a proposed process to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. It was reiterated that this advice would be subject to the approval of the governing bodies.</p>
April 17	<p>At the regular April meeting of Senate Executive, the Committee took up a number of matters related to the disruption, and in doing so:</p> <ul style="list-style-type: none"> • reflected on discussion of the Committee’s report at the special Senate meeting of April 12 at which two motions were approved (one on academic integrity and fairness to students which was incorporated into the “Completion of Courses and Finalization of Grades” document, the other calling for parties to resume bargaining) • paid special attention to comments on the possibility of expanding Pass / Fail grading to additional courses and permitting students to elect a Pass grade if

	<p>they have completed 50 per cent of assignments with a grade of C</p> <ul style="list-style-type: none"> • agreed to additions to the list of courses that will remain on the original schedule for Summer terms • agreed to provide Associate Deans with guidance on the processing of requests for assessed grades • agreed to extend drop deadlines to December 21, 2018 • agreed, subject to further clarification from the proponents, to include a draft motion guiding Senate Executive in the matter of “actions and decision leading to a clarification of the authority and role of Senate” • agreed, subject to further consultation among members, to submit a motion of its own on the matters raised in the draft motion
<p>April 20 E-Mail Canvas</p>	<p>Members received the final wording of a motion submitted for consideration by Senate on April 27 under Other Business for Which Due Notice Has Been Given.</p> <p>Members also exchanged views on a motion drafted for consideration by Senate in the Committee’s name on the process to address the respective roles of Senate and the Board in a labour disruption to be approved by Senate. The Committee did not proceed with this motion.</p>
<p>April 24 Special Meeting</p>	<p>At a special meeting, the Committee reviewed the Provost’s Message to the Community of April 19, 2018 as background to its deliberations. It also agreed to recommend Senate approval of a proposal to temporarily broaden the Senate Policy on Pass / Fail Grades. It was agreed that the Film 4190.6.0 Field Placement course could proceed on the original Sessional Dates schedule and that graduate students will be permitted to register for Summer terms but will not be required to do so.</p> <p>There was concern that the wording of the motion slated for Other Business for Which Due Notice Has Been Given imposed unwarranted restrictions on the Executive Committee’s capacity to fulfil its mandate. The Secretariat was asked</p>
<p>April 27 E-Mail Canvas</p>	<p>As the result of an e-mail canvas initiated on April 27, the Committee agreed that the following Lassonde courses could begin on the original Sessional Dates summer schedule: EECS4070 Directed Studies, EECS4080 Computer Science Project, and EECS4480 Computer Security Project.</p>
<p>May 1 E-Mail Canvas</p>	<p>As the result of an e-mail canvas initiated on May 1, 2018 the Committee deferred consideration of a request that the following Faculty of Graduate Studies MATH course could begin on the original schedule. The request was taken up at a special meeting held on May 2, 2018.</p>
<p>May 2 Special Meeting</p>	<p>Based on advice from the Provost, the Committee agreed that it would be appropriate to proceed with SU and S1 terms on May 22 and to treat post-strike remediation terms separately and running them when the disruption ended (with remediation possible at any time). Instructors will be urged to exercise maximum flexibility in completing courses (by, for example, adjusting or substituting assignments)</p> <p>It was also agreed to:</p> <ul style="list-style-type: none"> • update the “options” document to emphasize reassurances that credit will be earned by students for Y and W terms with structured remediation periods following the strike • reinforce messages with language from the Disruptions Policy regarding

	<p>immunity from penalty and alternative access, and stressing that students must not be left with take-it-or-leave-it remediation options</p> <ul style="list-style-type: none"> • explore with the Teaching Commons resources for identifying and illustrating creative solutions (e.g. substitution of assignments, changes in weighting or kind, etc.) • encourage an easing of Letters of Permission regulations for the summer and, if possible, allow for the possibility of alpha-numeric grading [it was subsequently learned that this was not feasible] • communicate that the protections in the Disruptions Policy apply if the strike continues while Summer terms are in progress but that the remediation options instituted for Y 17-18 and W 18 courses will <u>not</u> apply to Summer courses; any other remediation matters would be taken up following May 22 as necessary • urge programs to permit students to take pre-requisites out of sequence • allow students with grades outstanding who might be otherwise ineligible to progress to enrol in courses without petitioning <p>A proposal to temporarily institute “provisional grades” based on an averaging of GPA in majors and overall on courses completed was approved. Agreement was based on and understanding that:</p> <ul style="list-style-type: none"> • a grade based on evaluation will be entered following when assignments were completed and graded • a distinction between major and overall GPAs can be captured [the Registrar subsequently confirmed this] <p>The Committee received requests for courses to proceed prior to the revised Sessional Dates May 22 start date for Summer terms. Based on rationales provided it was agreed:</p> <ul style="list-style-type: none"> • PSYC 6965 may proceed as planned • MATH 6645 did not meet the criteria for beginning; the decision will be communicated informally to FGS • a Schulich School of Business remediation request was <i>accepted</i> provided that the Registrar confirmed its viability [this was subsequently confirmed and communicated]; protections afforded by the Disruptions Policy will apply to Schulich courses • any new requests to proceed on the original schedule will only be entertained in the most dire or unusual circumstances <p>In the course of deliberations, it was confirmed that it was not necessary for all students to agree to attend a course in order for it to proceed.</p>
<p>May 7 E-Mail Canvas</p>	<p>As the result of an e-mail canvas initiated on May 2, the Committee agreed that the following Environmental Studies course could begin on the original Summer schedule: ENVS 4001</p>
<p>May 15</p>	<p>The Committee received a brief report advising that to date approximately 30 per cent of students applying to convocate in June will be able to do so. The number</p>

	may rise as provisional grade requests are processed. The Vice-Provost Academic reported that Associate Deans will discuss administrative responsibilities for processing provisional grade requests (e.g. only by students' home Faculties or others) and report back.
June 5	The Committee received data on the number of students eligible to graduate and the number of students seeking and receiving provisional grades. The Committee agreed that students deemed eligible to graduate will be permitted to do so, which in some cases means on the basis of attested assessed grades or provisional grades.
June 6-7 E-Mail Canvas	The Committee agreed that, while course evaluations may proceed for Summer terms, Core Institutional Questions will not be released, results will not be provided to administrators and results will be provided to instructors who will use at their own discretion.

The Senate of York University Year End Review 2017-2018

From February 1, 2017 to June 30, 2018 the Senate of York University was presided over by its 43rd Chair, Professor Lesley Beagrie of the School of Nursing in the Health. Over this same time period, Professor Franck van Breugel of the Department of Electrical Engineering and Computer Science in the Lassonde served as Vice-Chair. Professor Beagrie and Professor van Breugel are the first members of their Faculties to be officers of Senate. Professor Carl Ehrlich, a member of the Executive Committee ably served as an Acting Vice-Chair. Maureen Armstrong continued in her capacity as Secretary of Senate.

Senate met on eleven occasions during the year. Two special meetings were held in March and April to deal with matters arising from a disruption of academic activities caused by a strike of CUPE 3903 beginning March 5. All Senate meetings now begin with a land acknowledgment: “York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.”

Senate committees identify priorities for the year in the autumn and provide year-end reports on their progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

Committees and Acronyms

- Executive (Executive)
- Academic Policy, Planning and Research (APPRC)
- Academic Standards, Curriculum and Pedagogy (ASCP)
- Appeals (SAC)
- Awards (Awards)
- Tenure and Promotions (T&P)
- Tenure and Promotions Appeals (T&P Appeals)

Sub-Committees

There are 6 standing sub-committees:

- Executive: Honorary Degrees and Ceremonials / Equity (with members from ASCP and APPRC) / APPRC: Sub-Committee on Quality Assurance (with ASCP) / Organized Research Units / Technical / ASCP: Sub-Committee on Quality Assurance (with APPRC), Coordinating and Planning

In addition, three APPRC sub-committees focusing on research and supported by the Office of the Vice-President Research and Innovation, report to Senate via the full Committee.

For more information on Senate and its committees, including agendas for the year, please visit the Website at <http://secretariat.info.yorku.ca/senate/>

Matters Arising From the Disruption

In the event of a disruption of academic activities owing to a strike, the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* is animated. The Policy endows the Executive Committee of Senate with key responsibilities for discharging the Policy. In this regard the Committee:

- issued declarations before the strike began and at prescribed intervals as it lengthened
- developed options for the completion of courses and finalization of grades, and posted iterations as a consolidated document evolved
- sought Senate approval for a temporary broadening of the *Pass / Fail Policy*
- provided Senate with a chronology of actions taken at each regular or special meeting, and provided Senators with opportunities for input
- agreed to changes in sessional dates to extend the Y and W terms, begin SU and S1 courses on May 22, and authorized a limited number of courses with special characteristics to begin on the original Summer term session dates

Senate Executive largely endorsed an approach that all courses that could continue would continue from the outset. This was based on an agreement that it was in the best interests of students and faculty members requesting that classes continue, and an understanding that Senate itself cannot suspend classes except in limited circumstances. There was disagreement about this understanding, which was the subject of a hortative motion, in March, that called for an affirmation of Senate's authority. The Chairs of the Board and Senate corresponded on this matter and agreed to meet to develop advice on mandate and membership of a group that would be subject to the approval of the two governing bodies. A motion was approved at the meeting of April 24 that reinforced the need to have the group's mandate and membership approved.

At a special meeting Senate held on April 12, Senate approved a hortative motion urging the parties to return to the bargaining table and another motion calling on faculty members to take a flexible approach when dealing with students, maintain open lines of communication, and be sensitive to the pressing needs of students.

Markham Centre Campus Planning

A standing agenda item for the Academic Policy, Planning and Research is academic planning for the Markham Centre Campus. The Committee facilitates reports and is guided by Senate in undertaking its monitoring of developments. In September the Committee facilitated discussion of an options paper on Models for Collegial Governance Structures for Markham Centre Campus prepared by the Provost with contributions from the University Secretariat and others. It also transmitted reports at regular intervals as it tracked progress.

Strategic Research Plan

On a recommendation from APPRC, Senate approved *Strategic Research Plan 2018-2023: Toward New Heights*. (May)

Academic Planning Forum

On February 15 APPRC and ASCP sponsored a Forum of Ideas showcasing program innovations.

Regular Reports

- President Rhonda Lenton (Monthly)
- Interim Provost Lisa Philipps (Markham, Institutional Integrated Resource Plan initiatives in support of the University Academic Plan, enrolments)
- Vice-President Finance & Administration Carol McAulay (Budget context for planning, January, June)
- Vice-President Research and Innovation Robert Haché (November)
- Senate Members on the Board of Governors on meetings of the Board (following Board meetings; Professor David Mutimer and Professor Lauren Sergio)
- Academic Colleague to the Council of Ontario Universities on COU Issues Updates (Professor David Leyton-Brown; September, October, April)

Major Planning Reports

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

Annual Reports from Senate Committees

- Allocations of Scholarship and Bursaries for 2016 (Awards, May)
- Animal Care, Biological Safety, and Human Participants Review Committee (APPRC, June)
- Appeals and Petitions, University and Faculty (Appeals, September, November, March)
- Distinguished Research Professor (Awards, May)
- New Scholarships and Bursaries for calendar year 2017 (Awards, May)
- Non-Degree Studies (APPRC and ASCP, June, pending)
- President's Research Excellence Award (Awards, May)
- President's Emerging Research Leadership Award (Awards, May)
- President's University-Wide Teaching Awards Recipients (Awards, May)
- Prestigious Awards for Graduating Students (Awards, June, pending)
- Senate Attendance (Executive, June, pending)
- Senate Year in Review (Executive, June, pending)
- Tenure and Promotions (Tenure and Promotions, October)

Senate Policies

- *Academic Accommodations for Students' Religious Observances* (new; January)
- *Common Grading Scheme for Undergraduate Faculties* (amendments; in principle, November).
- *Granting of Degrees, Certificates and Diplomas* to eligible students at any time following the completion of the degree audit reconciliation (May, ASCP) and In Absentia (February, ASCP)
- *Pan-University Academic Nomenclature* (new, ASCP, May)
- Procedures for Honorary Degrees and Ceremonials revised such that individuals must be re-nominated to remain in the pool for more than ten years (reported via Senate Executive by the Sub-Committee on Honorary Degrees and Ceremonials in February)
- *Senate Policy on Sessional Dates and the Scheduling of Examinations* (amendments to provide for a four-day Fall Reading Week; ASCP also shared revised dates for 2018-2019 that reflected this change; October); amendments in conjunction with the approved Senate Policy on Accommodations for Students' Religious Observances (January)
- Temporary broadening of Senate's *Pass/Fail Policy* for students enrolled in Y and W terms (April)

Senate Rules and Procedures

Change in Senate rules and procedures of the title of “College Master” to “College Head” in keeping with the new designation announced in the autumn of 2017 (editorial change, January)

Faculty Council Rules and Procedures

Senate Executive reviews changes in Faculty Council rules and procedures to ensure that they are consistent with principles of collegial governance and practices elsewhere at the University. During the year it reviewed changes submitted by the Faculty Councils of Arts, Media, Performance and Design; Education, Glendon and Health.

Name Changes

- Diploma in Arts and Media Administration *to* the Diploma in Arts, Media and Entertainment Management, Schulich / Graduate Studies (ASCP, September)
- BA Programs in Children’s Studies *to* Children, Childhood and Youth a (January)
- Specialization in History and Theory of Psychology *to* Historical, Theoretical, and Critical Studies of Psychology, Graduate Program in Psychology (October)
- Neural and Biomechanical Control of Movement Field within the Graduate program of Kinesiology and Health Science *to* Neuroscience and Biomechanics, Health (February)
- Certificate in Managing International Trade and Investment *to* Certificate in International Management, Schulich (March)
- Joint York-Sheridan Bachelor of Design Program *to* York University Honours BDES Program, AMPD (April)

New Degree Types (ASCP Recommendations with APPRC Concurrence)

Master of Supply Chain Management (Schulich / Graduate Studies) (December)

Master of Marketing (Schulich / Graduate Studies) (December)

Academic Programs (New; (ASCP Recommendations with APPRC Concurrence)

Master of Supply Chain Management Degree Program, (Schulich / Graduate Studies) (December)

Master of Marketing Degree Program Schulich / Graduate Studies) (December)

Academic Programs - New Streams, Options, Fields and Specializations

- Advocacy & Public Engagement Honours Minor Degree Option, Anthropology, LA&PS (March)
- Computer Science and Computer Security, BSc and BA Programs, Electrical Engineering and Computer Science, Lassonde: Co-Operative Education Option, BSc and BA Programs in (February)
- Computer Science BSc Program, Computer Science and Electrical Engineering, Lassonde: Industry Partnership Stream (January)
- establish a Specialization in Artificial Intelligence in the MSc Program in Computer Science, Graduate Program in Electrical Engineering & Computer Science, Graduate Studies (February)
- European and International Affairs specialization as added by the Université de Strasbourg to its Master en Administration publique program, and its inclusion as an option for students in the MPIA-IEP dual degree program between York and the Université de Strasbourg (April)
- Kinesiology and Health Science, Graduate Program, Health / Graduate Studies, Field in Socio-Cultural and Policy Studies in Sport and Physical Activity (October)

- Mathematics & Statistics, Graduate Program in Mathematics & Statistics, Graduate Studies: Specialization in Data Science in the MA Program in (February)
- Privacy and Cybersecurity Specialization in the Professional LLM Program, Osgoode/Graduate Studies (March)
- Theatre BFA, Department of Theatre, School of the Arts, Media, Performance and Design: Performance Creation Stream (February)

Undergraduate Certificates (New)

- Advocacy & Public Engagement Disciplinary Certificate, Anthropology, LA&PS (March)
- Black Canadian Studies Disciplinary Certificate, Humanities, LA&PS (February)
- Cross-Disciplinary Certificate in Public History, AMPD (April)
- Culture, Medicine and Health Cross-Disciplinary Certificate, Anthropology, LA&PS (March)
- Spanish for Business and Professional Communication Certificate of Proficiency , Hispanic Studies, Glendon (January)

Program, Graduate Diploma and Undergraduate Certificate Discontinuation

- Canadian Studies BA Program, Humanities, LA&PS (January)
- Geomatics Science Stream, Honours BSc Program in Earth & Atmospheric Science, Earth & space Science & Engineering, Lassonde (February)
- Latin American and Caribbean Studies BA Program, Social Science, LA&PS (January)
- South Asian Studies BA and the Cross-Disciplinary Certificate in South Asian Studies housed within the Department of Social Science, Liberal Arts & Professional Studies (January)
- YSDN rubric coincident with the discontinuation of the joint York-Sheridan program in 2022, AMPD (April)

New Rubrics Approved by Academic Standards, Curriculum and Pedagogy

- “CCY” for the re-named Children, Childhood & Youth Program, LA&PS (January)
- “INDG” for BA programs in Indigenous Studies, Equity Studies, LA&PS (February)
- “DESN” for Design, AMPD (April)

Changes in Admissions Requirements and Transfer Credit (ASCP)

- Applied Linguistics, MA Program in, Graduate Program in Linguistics and Applied Linguistics, Graduate Studies (January)
- Business Administration PhD Programs, Schulich / Graduate Studies (September)
- MBA Executive Program in India, Schulich / Graduate Studies (September)
- Education Bachelor of Education Programs, Faculty of Education (October)
- Information Systems and Technology Master of Arts, School of Information Technology, Faculty of Liberal Arts & Professional Studies / Graduate Studies (October)

Changes in Degree Requirements (Programs)¹

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

¹ ASCP waived of Section 5c of the Senate Policy on Sessional Dates and the Scheduling of Examinations for ENVS 4800 3.0 Advanced Topics in Environment and Health to permit the intensive week-long course to be offered during February Reading Week at York’s co-campus in Costa Rica (October)

- Applied Mathematics BA and BSc programs, Science (January)
- Applied Statistics Specialization, MA Program in Mathematics and Statistics (February)
- Atmospheric Science Stream within the Specialized Honours BSc program in Earth and Atmospheric Science, Lassonde (February)
- Public Administration Bachelors Program, LA&PS (January)
- BCom-ITEC Specialized Honours Program (November)
- Dance BFA Program for Concurrent Education (AMPD, January)
- Business Administration PhD Program in, Schulich / Graduate Studies (September)
- Business Analytics Masters Program, Schulich / Graduate Studies (September)
- Applied Linguistics MA Program, Graduate Program in Linguistics and Applied Linguistics, / Graduate Studies (January)
- English BA and iBA Programs, English, Glendon (February)
- Clinical Neuropsychology within the MA and PhD Programs in Clinical Psychology, Graduate Program in Psychology, Health / Graduate Studies (February)
- Theatre and Performance Studies MA, Graduate Program in Theatre, Graduate Studies / AMPD (February)
- Nursing Master of Science Program, Graduate Program in Nursing, Health / Graduate Studies (February)
- Dance, Choreography / Performance Stream, Specialized Honours BFA, AMPD (January)
- Civil Engineering, Lassonde (February)
- Communications Studies, BA Programs, (November)
- Computer Engineering, Lassonde (February)
- Educational Studies BA Program, Education (May)
- Electrical Engineering, Electrical Engineering and Computer Science, Lassonde (February)
- Commerce (BComm) Finance Stream within the Honours Bachelors Program, LA&PS(January)
- Gender, Feminist & Women's Studies PhD Program Liberal Arts & Professional Studies / Glendon / Graduate Studies (September)
- Business Honours Minor Degree Option in (January)
- LLM Professional Program, International Business Law Specialization, Osgoode / Graduate Studies (February)
- Math for Education, BA and BSc programs in Science (January)
- Mathematical Biology BSc Programs, Science (January)
- Mathematics and Statistics, BSc International Dual Degree Program, Science (January)
- MBA Executive Program in India, Schulich / Graduate Studies (September)
- Mechanical Engineering, Mechanical Engineering, Lassonde (February)
- Mechanical Engineering PhD, Mechanical Engineering, Lassonde / Graduate Studies (February)
- Development Studies MA Program, Graduate Studies (October)
- Psychology, Clinical Psychology Specialization, Clinical Neuropsychology Sub-Specialization MA and PhD programs, Health / Graduate Studies in (October)
- Biology MSc Program, Science / Graduate Studies (January)
- Dance, National Ballet School Teaching Training, Options A and B Honours BFA, AMPD (January)
- Pure Math Science BA and BSc programs in (January)
- Social and Personality Psychology Specialization, PhD in Psychology (February)
- Software Engineering , Lassonde (February)
- Specialized Honours BFA program in Dance Education, AMPD (January)
- Specialized Honours BFA program in Theatre (Acting), AMPD (January)

- Statistics, BA and BSc programs, Science (January)
- Environmental Studies Masters Program, Environmental Studies/Graduate Studies (March)
- Business Administration, Finance Field in the PhD Program, Graduate Studies (March)
- BEng Program in Geomatics Engineering, Lassonde (March)
- BEng Program in Space Engineering, Lassonde (March)
- Geomatics Science Stream within the Specialized Honours BSc Program in Earth and Atmospheric Science, Lassonde (March)
- BA Program in Sociology, LA&PS (March)
- BA Program in Anthropology, LA&PS (minor changes, March)
- BA Program in English (minor changes, March)
- York University Honours BDES Program, AMPD (April)
- Juris Doctor degree requirement and add an Indigenous and Aboriginal Law requirement, Osgoode (April)
- Interdisciplinary Social Science BA Programs, LA&PS (April)
- Psychology BA, iBA, BSc and iBSc Programs, Glendon (April)
- BA Program in Criminology, LA&PS (April)
- Honours Minor BA in Medical Anthropology, LA&PS (April)
- BA Program in Educational Studies, Education (May)

Program, Certificate and Diploma Restructuring

- Merger of 90-Credit degree programs in Mathematics & Statistics, Department of Mathematics & Statistics, Science (February)
- Restructuring of the Indigenous Studies Stream, BA Program in Multicultural and Indigenous Studies, Department of Equity Studies, Liberal Arts & Professional Studies (February)

Changes in Requirements (Certificates and Diplomas)

- Diploma in Intermediate Accounting, Schulich / Graduate Studies (September)
- Professional Certificate in Investment Management, LA&PS (January)
- Professional Certificate in Financial Planning, LA&PS (January)
- Certificate in International Management, Schulich (March)

Sessional Dates

During the year ASCP advised that it had reviewed proposed sessional dates for Summer 2018 and Fall-Winter 2018-2019 and confirmed that they were consistent with Senate policy. The Committee worked with the Registrar's Office to develop a three-year outlook on sessional dates.

Senate Executive exercised its authority under the Disruptions Policy to approve the shortening of the Y and W terms by one week. It also agreed that Summer terms would begin on May 22 (with some exceptions granted so that courses with special characteristics could begin on the originally planned start date).

Recipients of the President's Research and Teaching Awards (Awards, May)

- Senior Full-time Faculty Member: Dan Palermo, Civil Engineering, Lassonde
- Full-time Faculty Member: Ruth Koleszar-Green, Social Work, LA&PS
- Contract or Adjunct Faculty: Bridget E. Cauthery, Dance, AMPD
- Teaching Assistant: Minha Reokenally Ha, Mechanical Engineering, Lassonde and Reena Shadaan, Environmental Studies / Social Science, LA&PS

Awards Committee Reports

Annual report on undergraduate student awards distribution for 2016-2017 (February)

Annual report on new awards for calendar year 2017 and the disbursement of graduate student awards in 2016 (May)

New Distinguished Research Professorships (Awards, May)

Nantel Bergeron, Department of Mathematics and Statistics, Science,
Bernard Lightman, Department of Humanities, LA&PS
Anne Russon, Department of Psychology, Glendon

President's Research Excellence Award (Awards, May)

J. Douglas Crawford, Department of Psychology, Health

President's Emerging Research Leadership Award (Awards, May)

Sapna Sharma, Department of Biology, Science

Prestigious Awards for Graduating Students (Awards, June pending)

Governor General's Gold Medal and Silver Medals
Murray G. Ross Award

Additions to the Pool of Prospective Honorary Degree Recipients

Four new candidates were deemed eligible for honorary degrees and three others approved for a further five-year term.

Organized Research Units

- Global Work Study Centre, chartered (APPRC, June)
- Research Insurance Studies Center, chartered (APPRC, June)
- Sensorium, chartered (APPRC, June)
- York Centre for Field Robotics, closure (reported by APPRC, June)

Rescindment of Degrees (Appeals Committee)

The Appeals Committee reported that it had confirmed decisions by an LA&PS Faculty Council committee to rescind degrees (September and March).

Senate Officers and Committee Chairs

Lesley Beagrie, Chair of Senate / Chair of Senate Executive
Franck van Breugel, Vice-Chair of Senate
Maureen Armstrong, Secretary of Senate
Thomas Loebel, Chair of the Academic Policy, Planning and Research Committee
Kim Michasiw, Chair of the Academic Standards, Curriculum and Pedagogy Committee
Natalie Coulter, Chair of the Appeals Committee
Robert Kenedy, Chair of the Awards Committee
Victor Shea, Co-Chair of the Tenure and Promotions Committee
Simone Bohn Co-Chair of the Tenure and Promotions Committee
Shayna Rosenbaum, Chair of the Sub-Committee on Honorary Degrees and Ceremonials

University Secretariat

Maureen Armstrong, University Secretary and General Counsel

Robert Everett, Senior Assistant Secretary of the University

Terry Carter, Assistant Secretary of the University

Cheryl Underhill, Assistant Secretary of the University

Elaine MacRae, Governance Coordinator

Michelle Roseman, Administrative Assistant

Senate Attendance in 2017-2018

Table 1
Senate Attendance, 2017-2018
by Category of Membership and Meeting Date
(n =163)¹

Membership by Category	Sep 2017	Oct 2017	Nov 2017	Jan 2018	Feb 2018	Mar Special	Mar 2018	Apr Special	Apr 2018	May 2018
All Faculty Members (99)	54	42	55	62	42	76	76	60	57	52
LA&PS (37)	22	15	23	22	18	32	29	32	17	24
Education (4)	3	1	3	3	1	2	3	1	4	4
FES (4)	2	1	3	2	2	3	2	2	2	1
Arts, Media, Performance & Design (7)	1	0	0	2	0	2	4	3	5	3
Glendon (8)	3	3	4	5	4	6	7	3	6	1
Lassonde (7)	5	5	5	5	3	5	6	5	3	5
Health (12)	9	3	4	9	6	10	11	5	8	5
Osgoode (4)	3	1	3	3	2	2	2	2	2	1
Schulich (6)	2	5	4	4	1	6	3	3	4	3
Science (10)	4	8	6	7	5	8	9	4	6	5
Librarians and Archivists (2)	2	2	2	2	1	1	2	1	2	1
President/ Vice-Presidents (5)	3	4	3	4	5	3	5	4	5	4
Deans/Principal/Librarian (12)	8	8	5	8	4	10	11	8	6	6
Students (28)	16	15	11	7	7	21	17	12	8	8
Committee Chairs (1)	1	1	1	1	1	1	1	1	1	1
Other Members (13)	12	8	9	10	9	11	12	8	8	8
Number of Senators Attending (Percent)	96 (58.9)	80 (49.1)	86 (52.8)	94 (57.7)	69 (42.3)	123 (75.5)	124 (76.1)	94 (57.7)	87 (53.4)	80 (49.1)

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

Table 2
Senate Attendance 2013-2014 to 2017-2018
by Category of Membership and Percentage

Membership Category	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All Faculty Members (99)	62.8	58.0	58.2	57.0	58.2
Education (4)	75.0	32.1	41.2	59.3	62.5
Environmental Studies (4)	61.1	61.3	50.0	37.5	50.0
Arts, Media, Performance & Design (7)	45.8	35.2	22.7	23.4	28.6
Glendon (8)	48.6	54.5	45.3	45.3	52.5
Health (12)	59.5	68.7	75.0	67.0	58.3
Lassonde (7)	60.0	67.2	75.0	70.0	67.1
Liberal Arts and Professional Studies (37)	72.2	63.4	60.3	62.0	63.2
Osgoode (4)	30.5	39.3	37.5	47.0	52.5
Schulich (6)	59.2	64.3	75.0	59.0	58.3
Science (10)	66.6	49.4	72.2	68.0	62.0
Librarians and Archivists (2)	83.3	64.3	69.5	56.5	80.0
President / Vice-Presidents (5)	89.0	93.2	82.5	87.5	80.0
Deans / Principal / Librarian (12)	67.5	63.7	49.5	55.2	61.7
Students (28)	32.5	45.4	35.2	44.0	43.6
Committee Chairs (1)	77.7	67.6	55.0	60.0	100
Other Members (13)	65.8	64.3	75.0	72.1	73.1
Percentage Attendance	59.6	58.0	56.3	57.0	61.9

Table 3
Attendance in 2017-2018 by Category
Ranked in Descending Order

Committee Chairs	100.0
Librarian and Archivists	80.0
President/ Vice President	80.0
Other Members	73.1
Lassonde	67.1
Liberal Arts and Professional Studies	63.2
Education	62.5
Science	62.0
Deans/ Principal/ Librarian	61.7
Health	58.3
Schulich	58.3
All Faculty Members	58.2
Glendon	52.5
Osgoode	52.5
Environmental Studies	50.0
Students	43.6
Arts, Media, Performance & Design	28.6

Table 4
Senate Attendance in 2017-2018
by Meeting Date (n = 163)

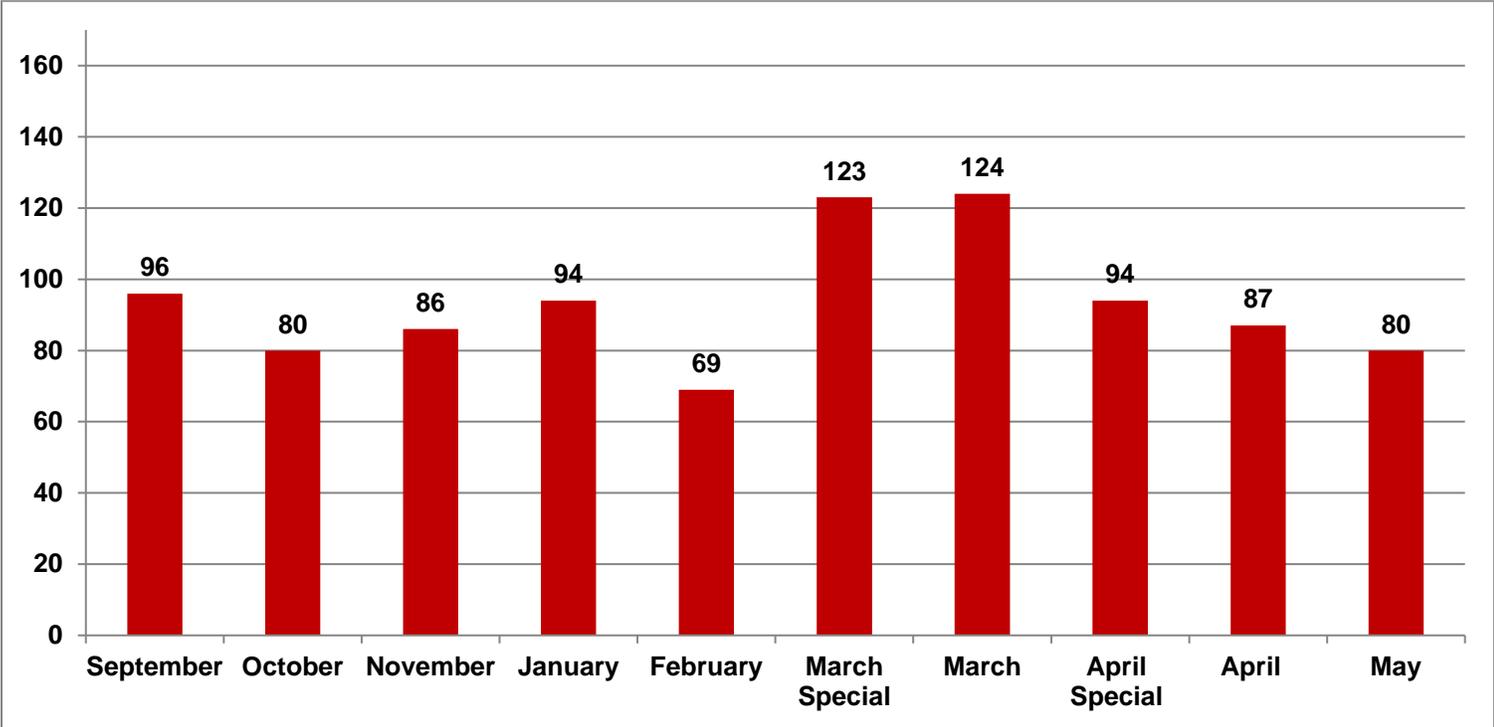
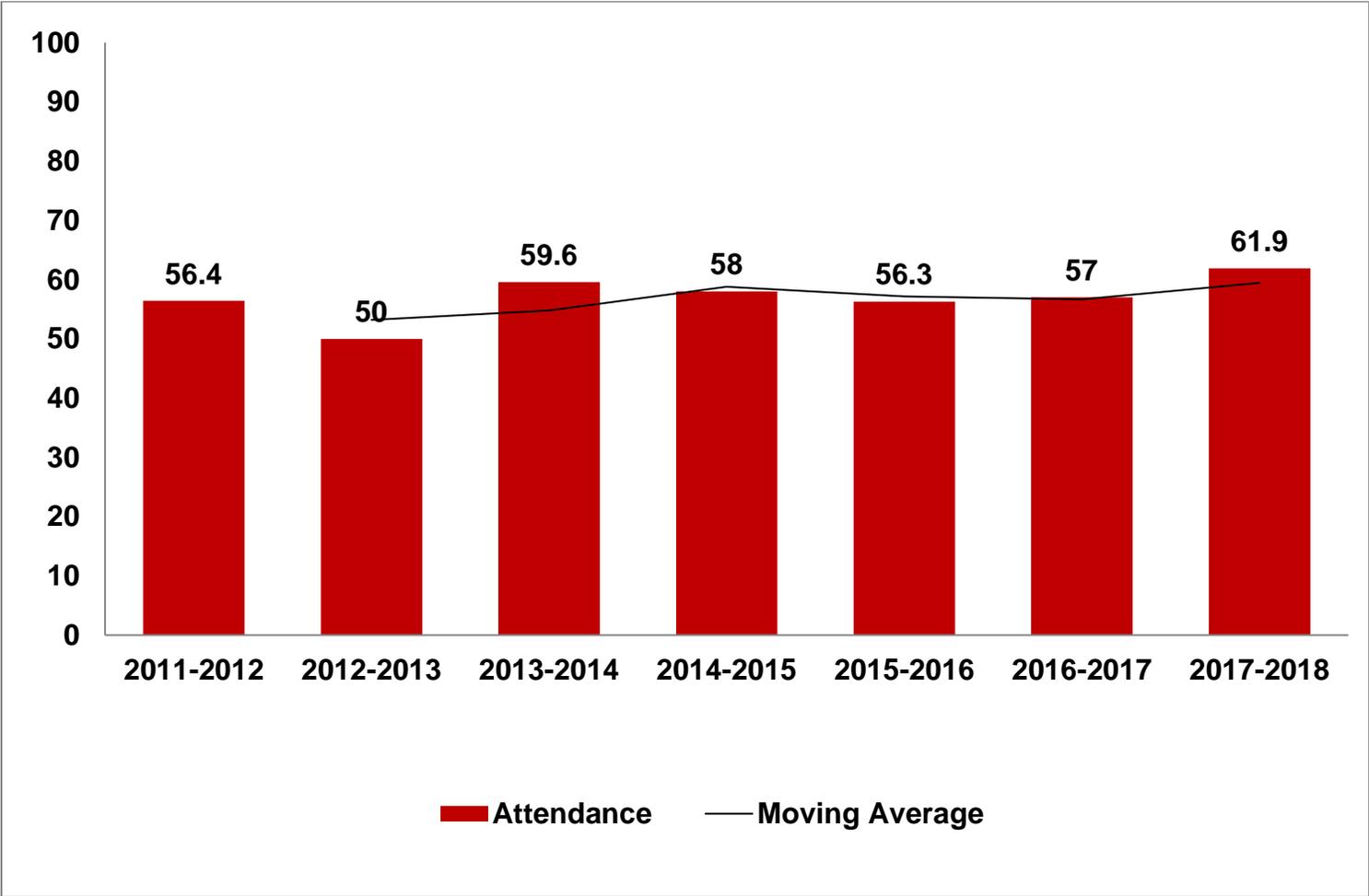


Table 5
Senate Attendance
2011-2012 to 2017-2018
by Yearly Average and Moving Average



Senate Committee on Awards –Report to Senate

At its meeting of June 14, 2018

For Information

1. Recipients of Prestigious Awards for Graduating Students

i. Governor-General’s Gold Medals

The Committee is pleased to announce that Miranda Di Lorenzo, Graduate Program in Psychology; Tamas Nagypal, Graduate Program in Cinema & Media Studies; and Rebecca Hall, Graduate Program in Political Science; are the recipients of the 2018 Governor-General’s Gold Medals.

The Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York. The number of medals awarded is based on the University graduate enrolment. In previous years two medals were awarded; beginning this year, the University is able to award three gold medals. Selection is done by the Faculty of Graduate Studies.

Miranda Di Lorenzo received her MA in Psychology (Clinical-Developmental) in October 2017. Her committee considered her thesis, “An Examination of the Factor Structure of Neonatal Facial Coding System and the Modified Behaviour Pain Scale”, supervised by Rebeca Pillai Riddell, to be exceptional and accepted it without revision. It has been accepted for publication in a prestigious journal, adding to a growing list of refereed publications. She is currently an Assessment Practicum student in the Children’s Stroke Program, Sick Kids Hospital.

Rebecca Hall received her PhD in Political Science in Winter 2018. Her dissertation, “Diamonds are Forever: A Decolonizing, Feminist Approach to Diamond Mining in Yellowknife, Northwest Territories,” was co-winner of the Mary McEwan Memorial Award for the best dissertation in feminist studies. Her supervisor, Leah F. Vosko, notes the meaningful ways she connects community engagement to research, and her contributions to advancing scholarly knowledge at the nexus of Indigenous Studies, Women and Politics, and Political Economy. Dr. Hall is currently an Assistant Professor of Global Development Studies at Queen’s University.

Tamas Nagypal received his PhD in Cinema and Media Studies in Fall 2017. His thesis, supervised by Temenuga Trifonova, “Film Noir as the Sovereign-Image of Empire: Cynicism, White Male Biopolitics, and the Neoliberal Cinematic Apparatus,” was described by the examining committee as brilliant. It was nominated for the Dissertation Prize by the Departmental Selection Committee for its ability to synthesize complex philosophical, socio-economic, and cinematic transformations in an elegant and articulate argument. Dr. Nagypal is currently a Postdoctoral Research Associate in the School of Writing, Literature, and Film, at Oregon State University.

Senate Committee on Awards –Report to Senate

iii. The Murray G. Ross Award

The 2018 recipient of the Murray G. Ross Award is Antonnia Kiana Blake, Faculty of Liberal Arts and Professional Studies, who is graduating Summa Cum Laude with a BA, Honours Double Major, Criminology & Human Rights and Equity Studies. The Murray G. Ross Award, named after York's founding president, recognizes academic distinction and notable contributions to campus life and is the highest honour given to a graduating undergraduate student at York.

Throughout her four years at York, Ms Blake has demonstrated commitment and leadership through participation in University governance, community outreach and student mentorship. She is currently Chair of the Student Council of Liberal Arts and Professional Studies (SCOLAPS) where her focus on fostering academic engagement and involvement in SCOLAPS has increased achieved great success. She has a stellar academic record and it is noted that in classes she demonstrates sophisticated understanding of concepts from assigned readings that “builds upon her fellow students” comments and improves the quality of class discussion.” Nominations for this award require letters from both faculty members and fellow students. All speak to Ms Blake as a truly worthy recipient of the award who has made substantial contributions to academic and campus life.

Robert Kennedy, Chair

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of Thursday, 14 June 2018

For Action

New Programs

- 1. Establishment of a Master of Science Degree Program in Management Practice
• School of Administrative Studies • Faculty of Liberal Arts & Professional
Studies / Faculty of Graduate Studies**

ASCP recommends,

That Senate approve the establishment of a Master of Science degree program in Management Practice, anchored in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, pending approval to commence by the Quality Council.

Rationale

The proposed program marks the first one for the Markham Centre Campus. It is planned to commence in the F/W 2021-2022 academic year, coincident with the launch of the new campus, and reach its steady state of 50 students by 2024.

Framed around four specializations in applied accounting, applied marketing, entrepreneurship & innovation and managing in professional contexts, Management Practice (MScMP) is a professional masters program designed to provide training in applied research and analysis of business data. A key feature and strength of the program is its rooting in experiential education, delivered through partnerships with big data and data analytics industries located in Markham. All courses in the MScMP are new and unique to it, having been created to support its learning outcomes. The full proposal (in Appendix A) elucidates in detail the program objectives and set of learning outcomes aligned to the degree requirements. The external reviewers note the scholarly expertise of the faculty members at the School make it well equipped to offer the rigorous program. Enhancements were made to the program in response to reviewers' recommendations.

Based at the Markham campus, the program aims to address local industries' need for, and students' interest in, graduate management education. Its target cohort of students are those with undergraduate degrees in business, which distinguishes it from the recently introduced Master of Management program at the Schulich School of Business which is structured as a program for graduates of non-business undergraduate degrees.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Consultation on the proposed new program was undertaken as required by York's Quality Assurance Procedures. A decanal statement from Schulich (included in Appendix A) conveys its support for the new initiative. Provincially, several universities offer MSc degree programs in Management, most of which are research-based programs leading to doctoral studies. The construct of the MScMP at York differs in that it will be a terminal masters program providing applied methodological and research training.

Concrete resource planning for a program slated to commence three years out at an in-development campus is an unusual and challenging scenario. Dean Mukherjee-Reed has expressed – both in writing and in person to ASCP - the Faculty's firm commitment to offer this new graduate program and dedicate the required resources to do so. Resources have been earmarked for: additional full-time faculty appointments to help deliver the curriculum and graduate supervision, while also sustaining the large undergraduate Bachelor of Commerce program; new non-academic staff positions to manage its administrative functions; and program-specific support services for students at the new campus. The statement from the Vice-President Academic and Provost reinforces the University's commitment to authorize the new faculty positions for the program.

Approvals: FGS Council 10 May 2018 • ASCP 30 May 2018 • APPR 7 June

2. Establishment of a Graduate Diploma in Management • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

ASCP recommends,

That Senate approve the establishment of a Diploma in Management (Type 3¹) anchored in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, effective F/W 2021-2022.

Rationale

The Diploma in Management is a companion program to the Master of Science in Management Practice, and will also be housed at the Markham Centre Campus. It will provide a dual-function:

- offer undergraduate non-business degree holders for-credit graduate education in introductory management to enhance career opportunities

¹ A diploma offered as a stand-alone, direct-entry program, generally developed by a unit already offering a related Masters or Doctoral degree, and designed to meet the needs of a particular clientele or market.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

- provide a pathway to the Master of Science in Management Practice for graduates of non-business undergraduate degrees

The external reviewers speculate a target audience for the Diploma will be current employees at the many large companies based in the rapidly growing York Region looking to gain a professional credential. Direct competitor programs in the immediate and surrounding areas are minimal. As such it is expected to be a draw, including for Internationally Educated Professionals (IEPs) already located in Canada.

The intensive two-term program will provide a basic comprehension of the disciplines in business. It requires the completion of eight two-week core modules and a capstone course for a total of 15 credits. Students select their modules from among a group of eight management-focused and two public sector management-focused ones; the latter delivered by faculty members in the School of Public Policy and Administration. The Diploma will be offered on both a full-time and part-time basis, and will include weekend and evening courses to enhance access. Comprehensive consultation with external stakeholders significantly influenced the development of the program learning outcomes, its modular design and the integration of experiential learning in the new curriculum.

As the Diploma is linked with the MSc in Management Practice, so too are its resources. The resources needed to offer the Diploma have been bundled together with the new degree program and, therefore, encompassed within the plans and commitments articulated for the MSc program, noted above.

Approvals: FGS Council 10 May 2018 • ASCP 30 May 2018 • APPR 7 June

Consent Agenda

3. Revisions to the degree requirements for the IMBA program • Schulich School of Business / Faculty of Graduate Studies

ASCP recommends,

That Senate approve changes to the degree requirements for the International Master of Business Administration (IMBA) program as follows:

- add the option for students to pursue the program on a part-time basis in the second year (terms 4 and 5)
- broaden the standard for the second language proficiency exit requirement
- increase in the number of elective credits from 21 to 24
- minor changes to the set of required courses

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Rationale

Allowing IMBA students to pursue their second year of the program on a part-time basis gives them greater flexibility to take advantage of career opportunities before they graduate. This change also aligns the IMBA academic plans and structure with those of the MBA program.

On the matter of the language proficiency change, the required minimum entry level of second language proficiency is Intermediate High and assessed with an Oral Proficiency test (OPI) test that is administered by Language Testing International, an outside agency. However, in some cases the entry level OPI language level is over-estimated by the OPI tester which makes it extremely difficult for students to attain an Advanced-Mid proficiency level by graduation. Changing the exit requirement to a progression of two levels will not change the entry admission requirements and does not change the normally expected exit level of Advanced-Mid. However, it will allow students who are admitted into the program with an inflated OPI score to be assessed using the same educational requirement as students who enter with an Intermediate High language level. This change will better align with the IMBA's academic goal of language development.

The change to the number of elective credits brings the IMBA more in line with the MBA program, which has a requirement for 27 elective credits and will give students more flexibility in terms of when to commence and how to complete the International Field Study, a key component of the program. And the minor changes to the set of required courses are to introduce a new course and changes to the credit weight of two existing courses. The primary IMBA program learning outcomes have not changed, and they have been updated to a competence based format.

Approvals: FGS Council 10 May 2018 • ASCP 30 May 2018

For Information

- a. Advancing 2015-2020 UAP Priorities: ASCP

Each spring the Senate Committee on Academic Standards, Curriculum & Pedagogy reviews progress made towards the priorities it defined in the autumn. This year, noting that we are at approximately the mid-point in the life of the *2015-2020 University Academic Plan* (UAP), it seemed an opportune time for ASCP to take stock of how its activities and outcomes are advancing the UAP goals. Attached in Appendix C is mapping of ASCP activities between 2015-2018 - both curriculum approvals and policy initiatives - to UAP priorities and sub-priorities. The matrix captures all key outcomes and links them to the respective UAP goals, including instances where one activity supports more than one goal.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

b. Minor Modifications

A minor change to the requirements for the Graduate Diploma in German and European Studies was approved.

c. Expressions of Thanks and Appreciation

As he completes his three-year term on the committee this month, members of ASCP express their thanks and gratitude to Gerald Audette for his thoughtful participation and insight brought to the work of the committee and its Joint Sub-Committee on Quality Assurance, the latter of which he ably chaired this past year. Stacy Allison-Cassin is stepping down after two years on the committee as she commences a sabbatical in July; she has been a stalwart member of ASCP and its Sub-committee on Coordinating & Planning for both of those years. The committee also thanks Julie Allen for her contributions as the contract-faculty member on ASCP during this academic year.

Kim Michasiw, Chair

YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies

Faculty of Graduate Studies

Proposal for Master of Science in Management Practice

June 2018

Intended start date: Fall 2021 (Markham Centre Campus opening)

Location: Markham Centre Campus

Committee members: Alex Rusetski (Chair), Pilar Carbonell, You-Ta Chuang, Joanne Jones, Jonathan Kerr, Marcela Porporato, Hassan Qudrat-Ullah, Adriano Solis, Gary Spraakman, Nabil Tahani, Kelly Thomson and Fuminori Toyasaki.

The committee members thank colleagues, staff and students from the School of Administrative Studies and the Faculty of LA&PS who have collaborated on and supported the development of this proposal. Thanks also to the members of York University community and external partners who have provided invaluable input throughout all the stages of this proposal.

1. Introduction

1.1 Brief Statement of the Degree Program

The Master of Science in Management Practice (MScMP) is a graduate program designed to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making. The program pays special attention to research methods. The program is developed by the School of Administrative Studies to be offered at York University's new Markham Centre Campus in partnership with organizations such as IBM, Nielsen, York Region, etc. The MScMP will provide flexible course offerings, including blended and evening/weekend courses to better target professionals who desire to obtain a graduate degree in management while continuing full-time employment. The program is designed to allow completion within three terms (one year), provided that the candidate has an undergraduate business degree and adequate quantitative preparation at the time of admission to the program. Candidates without an adequate business and/or quantitative background will be required to complete preparatory courses. Part-time students may take longer time to complete the program. The program will be offered year-round with one admission point in the Fall.

The proposed designation, Master of Science, reflects the program's focus on both scientific knowledge and analysis. As such, the program requires quantitative skills, generally the statistics obtained in an undergraduate business program, as an entry prerequisite. The program will provide the students with a solid conceptual and methodological foundation for research design and data collection. It will introduce the latest analytical techniques and will require a major applied research paper or work placement with a strong applied research component to complete the program. This design follows an emerging trend in the business discipline to use applied research and quantitative methods to train future organizational leaders. The trend is evident not only in increasing number of Master of Science business programs around the world, but also in the fact that most of business program ranking agencies (e.g., *Financial Times*¹) have included a ranking of Master of Science in Management programs.

1.2 Specializations

The MScMP program will provide the following specializations within the management field:

- **Applied accounting research**, focusing on embedding analytics in financial decisions regarding revenue management, performance management, assurance, and risk;
- **Applied marketing research**, focusing on the methods of gathering primary and secondary data related to consumer behaviour and market performance and on the ways of analyzing, interpreting, and acting on these data;
- **Entrepreneurship and innovation**, focusing on developing an understanding of how structured analytical approaches to evaluating market and product-based opportunities and their alignment with operational structure can enhance outcomes. In this stream, various theories and analytical methods are used to assess these opportunities and their potential before launch and to explore market behavior and possible reactions after launch;
- **Managing in professional contexts** focusing on using qualitative and quantitative techniques to understand, define and generate solutions to the distinctive organizational challenges that emerge in professional contexts from medicine to higher education that are distinct from traditional

¹ <http://rankings.ft.com/businessschoolrankings/rankings>

organizations. In this stream, students will deepen their theoretical understanding about how organizing occurs in professional contexts and drawing on analytical techniques and critical thinking skills, how they can apply this learning to improve outcomes;

- **Supply chain management**, with application of analytics to the design, operation and improvement of activities and networks associated with the flow of materials, products and services, as well as relevant information, from suppliers through end users, aimed at minimizing cost and maximizing overall value along the supply chain. In this stream, the use of various analytical methods in planning and coordination of demand and supply, planning and management of inventories, and other key supply chain concerns will be examined.

1.3 Method Used to Develop the Program

The program has been designed by members of the School of Administrative Studies (SAS) working closely with the School's Markham Planning group and other relevant stakeholders. The scope and focus of the program was determined through consultations with 1) prospective students who are currently enrolled in SAS advanced undergraduate courses; 2) colleagues from all areas of the SAS; and 3) potential employers and partner organizations.

Potential employers and partners include executives of large companies with a strong presence in Markham and York Region and senior administrators of York Region responsible for business development. The key questions asked at the consultations were a) what set of skills is currently in highest demand; and b) what kind of curriculum would allow to fill this demand. Evidence emerges from these consultations that companies are demanding 'evidence-based management' that comes from cross-disciplinary education. The proposed program is designed to provide its graduates with hard and soft skills that enable them to manage organizations using decision inputs obtained from collecting and analyzing relevant data. At the initial proposal stage, the following executives expressed their support for the proposed program:

- Dino Basso, Commissioner for Corporate Services, Regional Municipality of York
- Sanjeev Gill, National Industry Executive for Research, IBM Canada
- Carolyn Parkinson, Vice President Human Resources, Nielsen Canada
- Stephen Kouri, Vice-President, Sales & Trade Marketing, Smucker Foods of Canada
- Ray Kong, Executive Vice President, Loyalty, Ipsos Canada
- Fang Chang, PhD, Director Model Quantification, CIBC
- Terry Volpel, President and CEO of ISM-Canada, the Canadian affiliate of the Institute for Supply Management

The investigation of the industry demand was complemented by the look into the student interest. Consultations with students included: 1) informal and unstructured consultations with several students in advanced courses of the Bachelor of Administrative Studies program, soon to be renamed Bachelor of Commerce, which were conducted in Fall and Winter 2017; 2) a discussion with three members and leaders of professional students' clubs who made a presentation during the School meeting in March 2017; 3) a survey of students enrolled in Summer 2017 3000- and 4000-level classes (252 students completed pen-and-pencil surveys with additional 14 completing an online version of the survey); 4) an online survey of leaders of New College student clubs (4 clubs responded); and 5) discussions with recent alumnae that continue to collaborate with the School in diverse capacities conducted in June 2017. The key questions were: a) to what extent do current SAS students need a boost in skills to be competitive in the job market; b) how attractive would the proposed master's program be for current undergraduate SAS

students, and c) what specific features and characteristics will ensure a high demand for the program. The evidence collected suggests that many students believe that a simple undergraduate degree might not be enough to land a meaningful job in a reasonable time. Majority of respondents indicated that a master's degree can improve their chances of getting a job. The data points to a substantial potential demand for the proposed program mainly due to perceived quality of the undergraduate program, location and familiarity with course directors and staff. Discussions also suggested that there is a demand for specific skill sets, often related to big data and data visualization, which the students need to improve their chances for employment.

The involvement of external stakeholders is expected to be ongoing with the program being periodically reviewed and updated to adapt to the changing market conditions.

1.4 Faculty and Unit

The MScMP will be anchored at the School of Administrative Studies, which is part of the Faculty of Liberal Arts and Professional Studies and offered at York's new Markham Centre Campus.

2. General Objectives of the Program

2.1 Brief Overview

The proposed MScMP program will provide students with analytical skills and knowledge required of middle and upper-level management positions in organizations that rely on data to make decisions. This includes almost all types of established and emerging organizations (non-profit, government, for profit) across a range of industry sectors (agriculture, manufacturing and services).

More specifically, the program aims to ensure that students:

- understand the importance of evidence-based decision-making for improving an organization's performance and understand the limitations of particular types of data and analytical tools;
- are familiar with key methods of qualitative and quantitative research, data collection and analysis;
- are familiar with emerging trends and tools in cognitive technology in data analytics;
- are able to apply relevant theories, methodologies, and critical thinking skills to solve organizational/management problems and issues.
- are able to identify sources of information and data best suited to inform managerial decisions in the selected specialization while understanding ethical considerations in using personal data for research;
- are able to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences;

2.2 Alignment with University and Faculty missions and academic plans

The proposed MScMP program responds to the University's 2014-17 Strategic Mandate Agreement (SMA) that identifies business as a program area of strength (pp. 4, 13) and Business/Management /Administration as a program area of growth (p. 13). The SMA also specifies that "*requests for future program approvals during the course of this Agreement may include not only areas of growth but areas of strength as well*" so the proposed management-focused graduate program aligns with the mandate well. The priority role of business is also reflected in the University Academic Plan (UAP) for 2015-2020: "*Increasing comprehensiveness requires that we expand in the areas of health, engineering, science, business and professional programs...*" (p.12). The proposed program expands the breadth and scope of business and professional programs offered by York University thus advancing it toward the goals set by the UAP.

Experiential learning approach which is a significant part of the proposed program is listed as an area of strength in the SMA (p. 7). Similarly, the UAP sets a priority goal to "*incorporate to the extent possible an experiential component in every program including activities such as ... community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.*" (p.18). The proposed program responds to his goal by partnering with major providers of business analytics tools like IBM and Nielsen and incorporating on-site research projects as an option for its capstone portion.

The requirement for a major applied research paper or an applied research focused work placement of this program is aligned with York University's Strategic Research Plan (SRP) 2013-2018, as it is intended to enhance the scholarship of socially engaged research (p.25), but most importantly is to integrate research in education (pp. 28, 29). While the SAS faculty are actively engaged in academic research and publish in top-tier journals, their opportunities to teach at the graduate level are still limited. The proposed program will allow SAS faculty to share the results of their academic pursuits with a motivated and prepared student body through the program developed and managed by the School of Administrative Studies.

As one of the largest interdisciplinary faculties in Canada, the Faculty of Liberal Arts and Professional Studies is committed to offer relevant programs including professional programs and with this respect, the proposed MScMP will enrich the Faculty's portfolio of such programs. Evidence based decisions in all types of organizations are critical, so the proposed MScMP is geared to enhance students' exposure to how evidence is gathered, organized, communicated, and acted upon. The skills to be acquired will be of particular use for liberal arts graduates, for that reason enrolment will be capped at a level that can be managed by the program and its available resources. Projected enrolment can be achieved, and it will contribute to the Faculty's overall graduate enrolments projections.

The UAP sets seven priority areas for the University future development. It lists opening a new campus at Markham as an important step towards expanding the University's reach and specifies the priority of ensuring a superior campus experience for students there. A part of the process of enhancing student experience is offering a complete package of relevant programs. A master's program in business complements the offering in the area which is established as one of priority fields to be offered at York's new Markham location. The proposed program will not only provide growth mandated in the SMA, but also demonstrate the University's commitment to offering a high quality, multi-tiered management program at Markham.

3. Need and Demand

3.1 Similar Programs Offered at York and by Universities in Ontario and the Rest of Canada

The proposed program does not overlap significantly with any other master's programs at York University and will be the only one of its nature and scope at Markham campus. Lassonde School of Engineering is planning a Professional Master of Data Science and although there might be some overlaps in the statistical treatment of data, the focus of the proposed MScMP program is on several specific areas of business/management rather than on data management and analysis.

The Schulich School of Business (SSB) offers the MBA program, Master of Business Analytics, Master of Management (MMgt), and prepares to launch the Master of Marketing (MMKG) and Master of Supply Chain Management (MSCM) programs, all at the Keele campus. While some content overlap is unavoidable - all programs are in business/management fields, - the proposed MScMP program differs by the population targeted and/or by learning objectives. The MBA is a flexible two-year program which requires at least two years of work experience to be admitted and focuses on developing managerial and leadership skills for general management positions in 18 areas of specialization. The MScMP is a direct-entry one-year program for students with previous business education². More importantly, the MScMP provides greater focus on analytical techniques and the use of big data in five areas of specialization, this way providing students with a more specialized, technical skills set compared to the MBA.

The other four master's programs are direct-entry full-time programs and target (MMgt) or accept students with non-business degrees. The MBAN prepares general specialists in business analytics. The MScMP is different in two aspects: a) it has a strong managerial focus on top of the analytics training focusing not only on data collection and analysis but also on application of the analysis' results; and b) having five specializations, the MScMP can focus on tools and software relevant to specific areas of management. Unlike the highly specialized MScMP, the Master of Management provides a broad base of managerial knowledge preparing students for new careers in business or management. The general areas of SSB's MMKG and MSCM overlap somewhat with respective areas of specialization in the MScMP, but the key focus of the proposed program is on training students to collect relevant data and use the to inform managerial decision using the tools most relevant to specific areas.

In summary, the program we are proposing targets a different set of students (those with prior business education), is flexible enough to be completed part-time, and trains candidates focusing on specific aspects of their selected areas of interest of the management field. The MScMP will be offered at the new Markham Centre campus and is designed to capture an untapped demand for applied management research graduate education at York University and in the York Region. The proposed program will allow York University to open the Markham City Centre campus with a well-rounded set of graduate and undergraduate management programs making it more attractive to domestic and international students. Table 1 and Table 2 provide additional detail of programs offered or planned at York University.

² Students without a prior business degree will have to earn a graduate diploma in a management-related field by taking, for example, a Graduate Diploma in Management currently being proposed by the SAS. This will introduce some general management content similar to the MBA and bring total program length up to two years making it comparable in terms of time commitment to other two-year direct-entry master's programs. But the learning objectives of the proposed master's program remain substantially different.

Table 1: Master's programs offered by Schulich School of Business

	Description	How the MScMP is different
Master of Business Administration (MBA)	A flexible two-year program with a requirement of two years of work experience. Provides management and leadership skills in 18 areas of specializations. Offered at Keele campus and at downtown Toronto location.	The MScMP has no work experience requirement. It focuses specifically on analytical tools and use of data to inform managerial decisions in 5 areas of specialization. Students with prior business education can complete the program in one year. The program is created specifically for Markham campus.
Master of Business Analytics (MBAN)	A full-time day program. Focus on data management and analysis with certification in SAS software. The focus on management in general is secondary. Offered at Keele campus.	The MScMP aims at preparing managers rather than analysts. The main focus is less on methodologies and more on application of the results of the analysis in running of an organization. The MScMP provides flexibility in scheduling to accommodate working students.
Master of Management (MMgt)	A direct entry full-time day general management program aimed at candidates with non-business undergraduate degrees. Offers no specializations. Offered at Keele campus.	The MScMP targets candidates with quantitative strengths and business degrees. It also has an applied research focus reflected in its courses and the requirement of an MRP or an approved substitution and allows students to specialize in one of the five specializations. The MScMP provides flexibility in scheduling to accommodate working students.
Master of Marketing (MMKG)	A proposed direct entry full-time day program aimed at candidates with non-business undergraduate degrees. Prepares student for taking positions in marketing. To be offered at Keele campus.	The MScMP targets candidates with business degrees. Its Marketing Research specialization has a specific focus on research design and data analytics with the goal to prepare rigorously trained candidates for analytical job positions in the marketing field. The MScMP provides flexibility in scheduling to accommodate working students.
Master of Supply Chain Management (MSCM)	A proposed direct entry full-time day program aimed at candidates with non-business undergraduate degrees. Prepares student for taking positions in supply chain management. To be offered at Keele campus.	The MScMP targets candidates with business degrees. Its Supply Chain Management specialization has a specific focus on research design and data analytics methods with the goal to prepare rigorously trained candidates for analytical positions in the field of supply chain management. The MScMP provides flexibility in scheduling to accommodate working students.

Table 2: Master program planned to be offered by Lassonde School of Engineering

	Description	How the MScMP is different
Professional Master of Data Science	<p>Designed to meet a growing demand for professionals to with data at scale – data scientists – and to train leaders in the field of data science that can assume key positions in business, government, or non-profit organizations. Emphasis is given on career paths that are not exclusively technical but include leadership and management positions in a data-driven organization that influence decision-making and business strategy.</p> <p>Students enrolling in the program are expected to have a solid background in quantitative and scientific methods, and some background in programming. Knowledge and understanding of computational methods, algorithms, and systems is useful, but not required. The expected student body consists of: a) Professionals and graduates of computer science, electrical and computer engineering, software engineering programs; b) Professionals and graduates of quantitative disciplines/programs including mathematics, statistics, physics, economics; and c) Professionals and graduates of social science programs including sociology, political science, and psychology who have assumed a technical role in the Information and Communications Technology (ICT) industry.</p>	<p>The MScMP is designed for people who are interested in using various quantitative and qualitative approaches (not limited to computer algorithms) to better understand organizational and environmental contexts to derive informed business decisions.</p> <p>The target population is candidates with background in management seeking managerial positions after graduation. These include graduates of business programs or candidates with a graduate diploma in business. While candidates with previous degrees in science or engineering are also of interest for the MScMP, they would have to take a graduate diploma in management field (e.g., a Graduate Diploma in Management being proposed by the SAS) to be eligible for the program.</p> <p>The MScMP provides general methodological background but then focuses on tools and techniques specific for each of its five areas of specialization providing students with skill sets most relevant to their fields of interest. The program also has a strong focus on the application of results of the data analysis to inform managerial decisions in these specific areas.</p>

The proposed program is also different from other master’s programs offered in Ontario. Existing programs either explicitly focus on preparing their students for PhD programs (Brock, Queen’s, U of Ottawa), or offer rather narrow scope (Western), or require two years to complete (Western, Ryerson). The proposed program focuses mainly on preparing candidates for jobs in industry; it provides 5 specializations; and, by moving basic management courses to the Graduate Diploma, the proposed program allows students with business undergraduate degrees to graduate in 12 months significantly reducing their cost in terms of time. Additionally, the MScMP proposed here would be the first program in Ontario to explore the uses of cognitive technology in management thanks to IBM’s expression of interest to be an active partner of York University at Markham. Table 3 provides additional details of Master of Science in Management programs available in Ontario.

The proposed MScMP program adds the requirement of the Major Research Paper or suitable substitution where students are required to do applied research or get their hands at evidence-based recommendations for decisions. At the National level, the University of British Columbia and University of Lethbridge have similar programs, but they are conceived as pre-PhD programs where the focus is exclusively on academic research. Only Concordia University has a program with a similar goal to provide professionals not working in academia with applicable tools to do applied research to better inform business or government policy decisions. In summary, given the contemporary design of this MScMP there are few, if any, program with a similar structure, objective and external partners to support the development of students to advance their professional careers. Table 4 provides additional details of Master of Science in Management available in Canada but outside Ontario.

The MScMP program has been designed from the ground up in consultation with external stakeholders. It started with the program's expected learning outcomes to match as close as possible the array of critical skills identified by potential employers. Unlike many apparently similar programs, we have designed courses and approaches that bring together management and applied research as well as knowledge and hands-on experience. Although some topics are common to all management programs, the way in which those topics are presented to and experienced by the students in the proposed MScMP will differ significantly from what is currently available in Ontario. Based on extensive discussions with recruiters and managers of stakeholder organizations the proposed program will focus on graduating junior managers or independent professionals who will be well informed and trained in data analytics, ready to use hard evidence as the main support for their decisions, and do this in the shortest possible time.

Table 3: Master of Science in Management Programs in Ontario

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
Brock University https://brocku.ca/goodman/programs/m-sc	Master of Science in Management/ 20 months	Accounting; Finance; Operations and Information Systems; Management; Marketing; Organization Studies	Within each specialization, students must take 5 courses . 2 of the 5 required courses are common to all specializations: <ul style="list-style-type: none"> • Research Methodology 1 • Research Methodology 2 In addition to the above courses, ALL students must register in 4 non-credit research seminars , where students will attend research presentations and later present their own research. Plus 2 courses related to their master thesis : “research proposal”, “master MSc thesis”.	Business degree or closely related Otherwise, students will be required to complete additional courses at the undergraduate level	Research-oriented program To address industry and government’s demand for researchers and consultants To prepare for PhD	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations.
University of Ottawa http://www.telfer.uottawa.ca/mscmgt/en	Master of Science in Management/ 24 months	Entrepreneurship Innovation Management Finance	30 credits including: 18 credits in courses + 12 credits in thesis. 18 credits: 9 credits of core courses and 9 credits of elective courses. Core courses (9 credits): <ul style="list-style-type: none"> • MGT 5100 Research Design Methodologies and the Conduct of Research (3 credits) • MGT 5300 Foundations of Management Theory (3 credits) • MGT 5101 Multivariate Research Methods (3 credits) OR MGT 5102 Qualitative Research Methods (3 credits) In addition, students must attend the Management Research Seminar Series (MRSS). Students who complete all 3 courses within one field and who complete a thesis in the same field will be awarded a concentration in that field. One the electives is a “research practicum” for students who wish to complete a research project with an organization such as a company, a government department or agency, a non-profit organization, a think-tank, or a research institution.	4-year undergraduate Degree in management Non-business applicants must have a foundation in management (equivalent of a minor) and may be required to complete other courses	PhD program or consulting and research-oriented careers	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations.

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
University Of Western Ontario http://www.ivey.uwo.ca/msc/	Master of Science in Management/ 16 months starting January	Business Analytics; International Business (with 3 sub-specializations that allow students to graduate with a professional designation or a dual degree); Student can take courses at foreign universities.	All MSc students: Foundation courses (1 month) 5 Core courses: - Business statistics - Global Strategy - Global Management Practices - Work placement (local or international): 8-10 weeks - Field project (consulting project for a company) Students take some electives within their specialization	For business analytics, they ask for any of the following: engineering, computer science, economics, statistics, mathematics or commerce. The international business specializations are open to students with any type of undergraduate degree.	Real-world experiences Global focus To bridge applied research with practical application	The MScMP has a stronger methodological focus and focuses mainly on domestic management.
Queen's University https://smith.queensu.ca/grad_studies/MSC/index.php	Master of Science in Management/ 12 months	Accounting; Business Economics; Finance; International Business; Management Information Systems; Management Science; Marketing; Organizational Behavior; Strategy	18 credits + MRP Each specialization has its own unique set of courses. Number of courses per specialization range from 6 to 10. Some courses carry 1.5 credits Curriculum for all specializations includes research methodology and design.	Business or related degree (this depends on the chosen field of specialization)	PhD program or consulting and research-oriented careers	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Has specializations in Entrepreneurship and Managing in professional context.
Ryerson University http://www.ryerson.ca/mscm/	Master of Science in Management/ 16 months	Accounting; Entrepreneurship and Strategy; Finance; Global Management Studies; Health Services Management; Hospitality and Tourism	Total credits required to graduate (11 credits): 2 credits of core courses, 4 credits of electives and 5 credits of thesis Foundation, if required (up to 5 credits) Quantitative methods Accounting Finance Economics Principles of Management Core Courses: Applied Research Methods I	Degree in management Non-business applicants must have a foundation in management (equivalent of a minor) and may be required to complete other courses	To pursue research careers in industry and academia	The MScMP has a stronger focus on analytics. It takes less time to complete. The foundational courses are arranged into a separate Graduate Diploma.

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
		Management; Human Resources Management & Organizational Behavior; Information Technology Management; Law and Business; Marketing; Real Estate Management; Retail Management	Applied Research Methods II Seminar course (non-credit course) Elective courses: most of the elective courses are labeled "special topics"			

Table 4: Master of Science in Management Programs in Canada

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
University of Lethbridge http://www.uleth.ca/graduate-studies/master-science-management	Master of Science in Management/12-24 months FT 24-48 months PT	- Accounting - Finance - Human Resource Management & Labour Relations - Information Systems - International Management - Marketing - Policy & Strategy	36 credits ORIENTATION MODULE (0 credit hours- 4-day orientation) Introduction to Master of Science (Management) program philosophy, structure and participants. INTEGRATIVE MANAGEMENT STUDIES MODULE (12.0 credit hours) The Integrative Module exposes students to a comprehensive and rigorous cross-disciplinary analysis of the field of Management. MAJOR STUDIES MODULE (9 credit hours) In the Major Module, students undertake in-depth studies in their approved major and develop their initial research proposals in more detail. MASTER'S THESIS MODULE (15.0 credit hours).	4-year degree in Management, Commerce, or Business Administration. Degrees from other disciplines will be considered on a case by case basis.	To enter and succeed in high quality doctoral programs or to pursue careers where research skills and scholarly knowledge are valued.	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Specializations in Entrepreneurship and Managing in professional context.
Concordia University https://www.concordia.ca/jmsb/programs/graduate/msc/program-details/management.html	Master of Science in Management/20 months	No specializations. Masters of Science in Finance (3 core courses, 5 electives and thesis) and Marketing (2 core courses, 6 electives, plus thesis) are separate programs	45-credit program offered on a full-time or part-time basis: 2 core courses: - MSCA 602: Applied Linear Statistical Models - MSCA 615: Research Methodology – Administrative Sciences 6 specialized seminars (electives) Thesis work	Undergraduate degree in any discipline with minimum GPA of 3.0 Non-commerce applicants need to take extra courses.	To pursue research-based careers in industry and academia	The MScMP offers 5 specializations, including Entrepreneurship and Managing in professional context. The MScMP takes less time to complete.
University of British Columbia http://www.sauder.ubc.ca/Programs/MSc_in_Business_Administration	Master of Science in Business Administration/N.A.	Finance Management Information Systems (MIS) Transportation and Logistics	30 credits: 18 credits of course work + 12 credit thesis. Participation in research seminars is mandatory (0 credits)	4-year bachelor degree	To prepare for a PhD program and a subsequent career in academia.	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Specializations in Entrepreneurship and Managing in professional context.

3.2 Need and Demand

Evidence of Student Demand

The proposed program targets candidates who want to improve their employability and advance their careers by acquiring skills and knowledge needed to run an organization in the age of big data.

In recent years, the demand for general master's programs in business shows a decline while specialized programs become more popular. With proliferation of MBA programs, employers see the degree as less differentiating, reducing the ability of graduates to find good jobs. The Financial Times reported that full-time two-year MBAs were hit hard with 53% of Schools reporting a decline in applications³. Of particular concern is the significant decline in international applicants which according to the Wall Street Journal is more pronounced than the decline in domestic applications⁴. Specialized and niche master's degrees are predicted to enjoy better demand in coming years. According to the Graduate Management Admission Council, in 2015 more than 20% of prospective business students were focused exclusively on specialized master's programs and the number was growing⁵. The fact that MScMP programs are offered by several major Ontario universities is viewed as a strong indicator that the demand exists.

Many large companies have their Canadian headquarters or principal operating locations in Markham - e.g., IBM Canada, AMD, Huawei Technologies Canada, Johnson & Johnson, Johnson Controls Canada, The Nielsen Company, Qualcomm, Smucker Foods of Canada, Toshiba of Canada, among others. Employees of these and other companies operating in Markham and York Region, as well as the nearby Durham Region, represent a significant market for the MScMP program offered out of York's Markham campus. All these companies actively hire students with undergraduate degrees often in disciplines other than business. Many of these employees subsequently advance to managerial positions. The proposed program offers students and young graduates a unique skill set that will allow them to stand out in the crowded job market.

The demand for a specialized, research-based master's program emerged strongly during our interviews with SAS students and alumnae in Winter 2017. They consistently pointed out the difficulties finding jobs and that the school should be seeking more ways at improving our graduates' chances of getting employed. But even generalist masters' degrees are not seen as helpful and students are looking for specialized skills that are currently in demand in the industry. As one of the respondents to the survey who had an MBA degree pointed out: *“Even having an MBA was not good enough for securing a meaningful job. What would be really helpful is a co-op focused master's program. A master's program that incorporates a lot of practical experience”*.

A more structured investigation of student demand was performed in the Summer 2017 in the form of surveys administered to students and student club officers (see Appendix 6). Because of the summer time which is transitional for most clubs, only four clubs responded to our call for opinions: Student Council of LA&PS, IT Student Association, Atkinson Professional Accounting Association (APAA), and Human Resources Student Association. They agreed that finding meaningful jobs after graduation is not an easy task for students, and that a program offering a set of specialized skills, especially to fresh graduates may be very helpful: *“The program would be of interest to students who would want to gain problem-solving*

³ <https://www.ft.com/content/94443d4e-7e5d-11e6-bc52-0c7211ef3198?mhq5j=e1>

⁴ <https://www.wsj.com/articles/red-flag-for-u-s-business-schools-foreign-students-are-staying-away-1493819949>

⁵ <http://fortune.com/2015/12/08/specialized-business-masters/>

and case study analysis skills especially if the techniques taught are the ones currently used in-field. Software and applications used in the program should have relevance to the ones working professionals are using. Students would be inclined to learn more/enroll if there are experiences gained through the Master's program that can be translated onto their resume and professional profile” (Fiona Wong, President, APAA).

To better assess the demand and expectations of potential students, a survey was administered to students who were taking SAS upper-level courses in the Summer 2017. A paper-and-pencil survey was administered to students taking the following courses: AP/ADMS4900 Management Policy: Part 1; AP/ADMS4501 Advanced Portfolio Management; AP/ADMS4570 Management Planning and Control Systems; AP/ADMS4562 Corporate Taxation in Canada; AP/ADMS4540 Financial Management; AP/ADMS3585 Intermediate Financial Accounting I; AP/ADMS3330 Quantitative Methods II. Because classes were already over, students of two more courses - AP/ADMS4285 Brand Management and AP/ADMS4260 Marketing Research – received an online version of the questionnaire. Two hundred and fifty-two students completed the paper-and-pencil survey and 14 more responded to the online survey. Ninety-eight percent of respondents pursue honours degrees: 48% in Accounting, 39.9% in Finance, 3.2% each in HRM and in Management, and 2.8% in Marketing and .8% in Business Research.

Of all respondents, 89.3% completed more than 60 credits toward their degree with 66.3% completing more than 90 credits. Because we were interested in job search and post-graduate education, we have excluded all students who completed less than 61 credits towards their degrees leaving us with the sample of 217 students of whom 74.2% completed more than 90 credits.

Only 18% of respondents indicated that they have already secured a job after graduation.

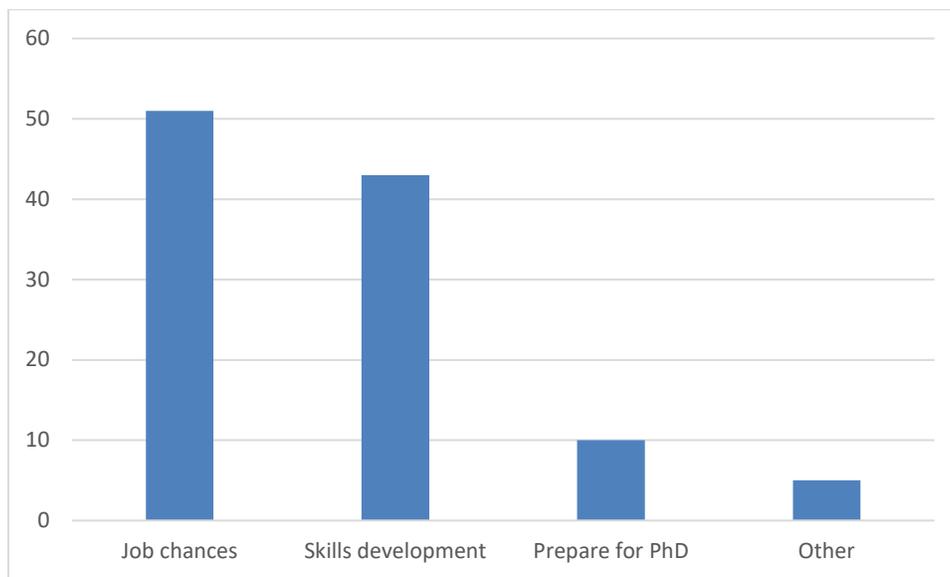


Figure 1: Number of respondents selecting each reason for applying for a master's program

While the majority of respondents – 85.7% - believe that an undergraduate degree improves their chances in the market place, the surveys indicated that the students foresee significant difficulties in finding jobs after graduation: 61.8% of respondents believe that the task is “difficult” or “very difficult”. At the same time, 88% of respondents plan to apply for a master’s degree in the future, with significant proportion (34.3%) planning to apply immediately after graduation. To a large degree, these plans are driven by the need to improve respondents’ chances on the job market: this was the number one stated reason for

applying for a master’s degree right after graduation (it was followed by the desire to develop skills, intention to prepare for a PhD program, and other reasons such as preparation for the CPA designation; see Figure 1).

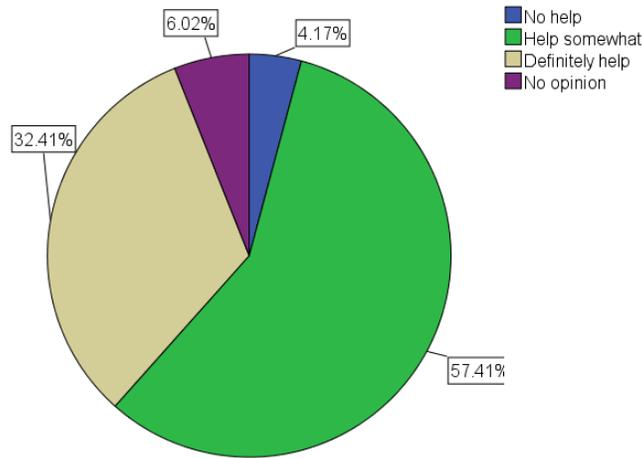


Figure 2: Perceived ability of the proposed MScMP program to help finding a job

The idea of a specialized master’s program being developed by SAS was met with enthusiasm, with 89.8% indicating that the program will be helpful in finding a job (Figure 2) and over 83% (or 85.7% of all considering a master’s degree in the future) indicated that they will be interested in applying for the new program (Figure 3). In their comments, students generally indicated the need for close ties with the industry asking for more co-op and internship opportunities. And again, specialized skills were mentioned multiple times as a requirement for the program’s success. (The questionnaire and more detailed analysis of the data are in Appendix G.)

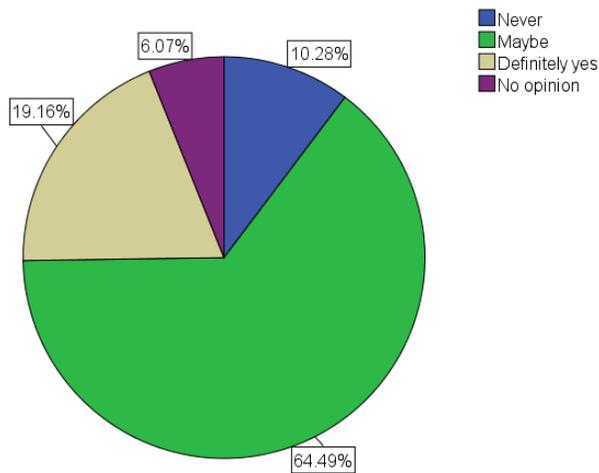


Figure 3: Proportion of respondents willing to consider the proposed program

The views of our students allow us to expect sufficient numbers of domestic applicants, many of them straight from our undergraduate programs. With close to 1,000 students graduating with BCom, even if only 6.4% (rather than 64% who indicated the willingness to consider the program) would apply for the

MScMP, a sufficient demand will be created. The student body can be further enhanced by admitting some international students, capitalizing on York’s and the School of Administrative Studies’ (SAS) established presence and reputation.

Evidence of Societal Need

Fostering innovation and training of Canadian labor force are among the stated priorities of the federal government reflected in increased spending on these goals proposed in the federal budget. Among other concerns, this plan aims to address a critical shortage of employees trained to deal with modern digital infrastructure and constantly increasing streams of data it generates.

York’s new campus will be located in Markham, a part of York Region. The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York states “*The Province recently announced revised population and employment targets for York Region to 2041. The new employment target is 900,000 jobs by 2041. The Province continues to recognize York Region as a significant area for population and employment growth in the Province.*” (p. 5). Currently, York Region is Ontario’s fastest-growing large municipality and is the home of more than 51,000 businesses. It is Ontario’s third-largest business hub, with highest concentration of hi-tech companies per capita in Canada. The graphs from “The Economic Development Action Plan” (Figure 4) illustrate the demographics of the region.

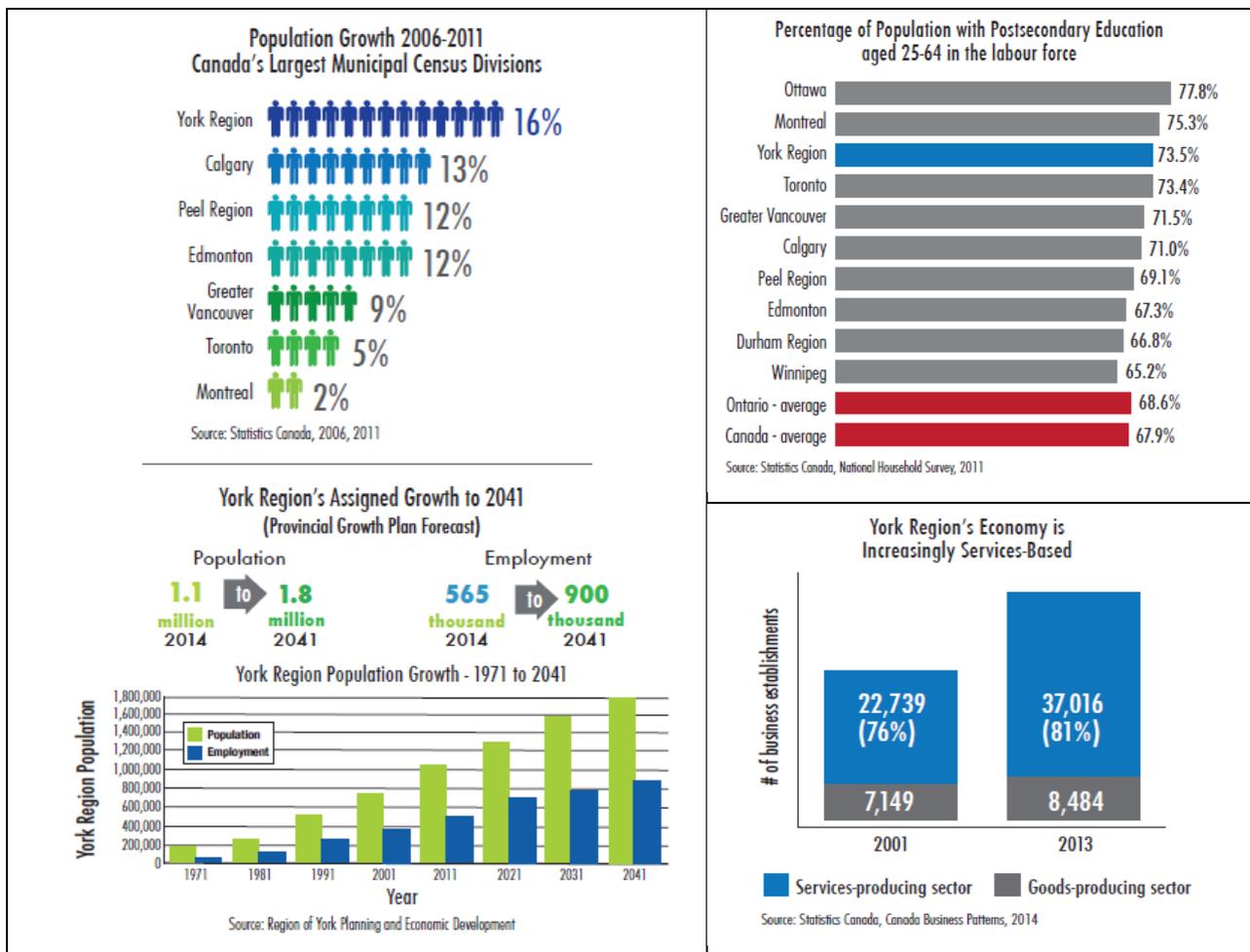


Figure 4: York Region demographic trends

Of particular interest for this academic proposal is where the strength of York businesses is concentrated. York Region’s economy recognizes a set of business clusters that will benefit from having employees with more analytical training in management, such as:

- Information and Communications Technology (ICT)
- Life Sciences
- Clean Technology
- Financial Business and Insurance Services
- Building and Construction
- Agri-Food

The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York indicates “The operations of 15 Fortune 100 companies and two of the Toronto area’s top five corporate Research and Development (R&D) investors are located in York Region along with global industry leaders in ICT, life sciences, clean tech, financial services and advanced manufacturing” (p. 7). Although in the last decade the Region has seen a decline in manufacturing jobs, the Region continues growing, because the losses in manufacturing are being more than offset by the growth in service-based employment. More than four out of five jobs in the Region are service-based (see page 9). A graph from the same report (Figure 5) illustrates the employment trends of the region. According to “York Region Economic Development 2016 Year in Review” publication⁶, in 2016 about 25% of all jobs postings in the region were in the categories of “Management” and “Business, Finance & Administration” (p. 49), the largest group comparable only to the category of “Sales & Service” (also 25%).

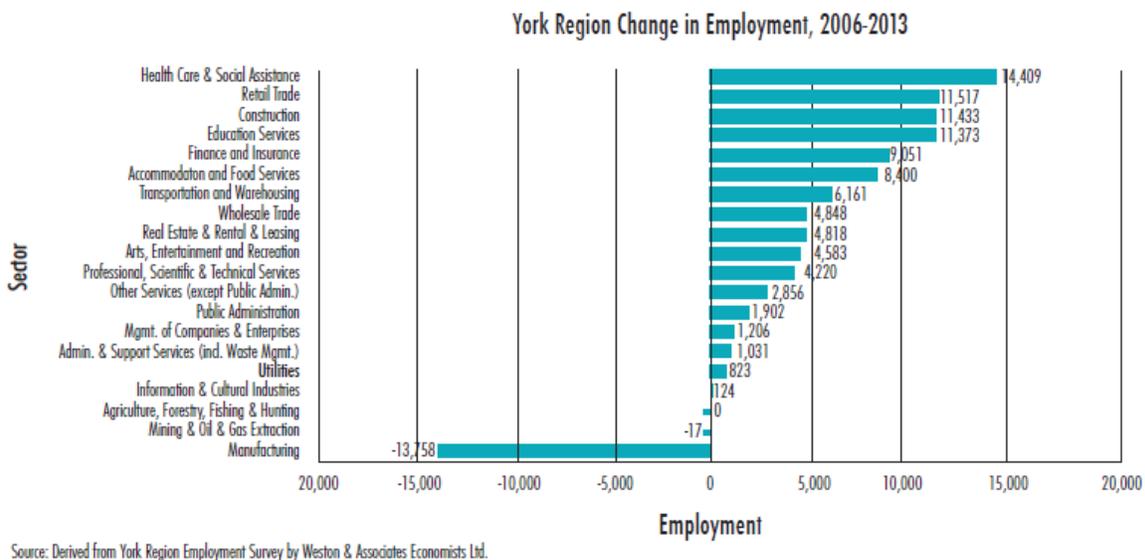


Figure 5: York Region employment trends

⁶ <https://edac.ca/index.php?gf-download=2017%2F07%2FEDAC-AWARDS-SINGLE-PUBLICATION-4-PLUS-YORK-LINK1.pdf&form-id=13&field-id=65&hash=e598c62e729b61f7d9cd9b525ff07d4036f64809e5db6006d77439fd7beb99ef>

Extensive consultations with top executives from companies like IBM Canada, Nielsen Canada, Scotiabank, suggest that there is a lack of young candidates with strong applied research skills who can contribute to managerial decision-making. The applied research focus, flexible course offerings, and convenient location will allow the MScMP to satisfy the demand untapped by other programs and occupy a unique niche in this market.

The proposed program addresses the need of the modern society for specialists capable of processing and applying ever increasing volumes of data that are being currently generated at all levels toward optimizing organizational processes, improving productivity, and ultimately moving the economy forward.

The most popular graduate program in management, the MBA, requires a substantial experience in the workplace, and thus becomes inaccessible for fresh graduates. This makes the need for training of entry level employees more prominent. Without having some prior academic preparation in management and experiential and immersive learning, new job entrants are likely to end up in positions of narrow scope with limited opportunities for advancement and personal growth. The proposed MScMP program will give graduates a clear advantage when seeking employment, regardless of the type of organization they wish to enter.

4. Program Content and Curriculum

4.1 Program Requirements

The MScMP program is designed to be completed in three terms by full time students but it is also suitable for part time students. To ensure successful progress through the program, students entering the MScMP must have a solid theoretical background in business, management, or commerce together with quantitative methods (math and statistics taken no more than ten years prior to applying to the MScMP). For those who miss one or both of these requirements, alternative pathways to entry are being developed (see 6.1 for details).

There is one admission point: Fall. With a growth of enrollments, a second admission point (Winter) can be considered. The second admission point will add flexibility to the program allowing part-time students to reduce the workload by taking fewer courses per term for a longer period of time.

All the courses are new and unique to the MScMP; they are being designed specifically and exclusively for this new program to achieve the program's declared unique learning outcomes. To address the industry need for employees with good understanding of data management and tools and methods for their analysis, the program will be offering classes developed in partnership with leading companies in the field of data analytics and big data like IBM Canada and Nielsen Canada and relying heavily on experiential learning approach. The major applied research paper which the students will be developing in the last term of their studies will also be maximally grounded in current management problems including the possibility of a research performed within organizations using proprietary data (an option especially attractive for part-time students, albeit involving industry standard practice of non-disclosure agreement for the results of the research).

The MScMP is designed to expose students to a structured analytic process in all the focus areas; in other words, training in evidence-based decision making is central for the MScMP. For some specializations, such as Supply Chain Management and Applied Marketing Research, the digital perspective will play a key role as a technical enabler (enabling analytics through leveraging advanced technology). To illustrate how the curriculum addresses the current state of the professional practice, the following is covered by each specialization:

- **Applied Accounting Research:** ensures analytics are embedded in financial decisions regarding revenue management, performance management, assurance, and risk. Assurance requirements (auditing) are satisfied using all relevant data available and preparation tasks are performed in such a way that detection of abnormalities is more likely.
- **Applied Marketing Research:** focuses on the methods of gathering primary and secondary data related to consumer behaviour and market performance and on the ways of analyzing, interpreting, and acting on these data; ensures that there is a sales focus (e.g., POS, shipment data, etc.), provides support to end-to-end decision making based on evidence and analytical process.
- **Entrepreneurship and Innovation:** is mainly focused on providing a structured analytic process to determine the gap in the market, the product and/or service that can fill it, and the most adequate structure of operations. In this stream, analytics are used to assess innovation and potential of success before the launch and to explore market behavior and reactions after the launch.
- **Managing in Professional Contexts** will build skills in identifying and applying appropriate qualitative and quantitative methods to more clearly delineate how processes of organizing generate outcomes-both achieving organizational objectives but also generating unintended outcomes which can undermine achievement of objectives. Using techniques that permit more careful analysis of processes of organizing combining qualitative techniques (e.g. observation, interviewing) and analysis of quantitative data, students will develop ways of defining and generating contextually sensitive approaches for enhancing their effectiveness in professional contexts.;
- **Supply Chain Management:** applies analytics to the design, operation and improvement of activities and networks associated with the flow of materials, products and services, as well as relevant information, from suppliers through end users. This is aimed at minimizing cost and maximizing overall value along the supply chain. Planning and coordination of demand and supply, planning and management of inventories, and other key supply chain concerns will be examined using various analytical methods.

4.2 Courses

The program consists of two core courses (6 credits), four specialization courses (12 credits), and a major applied research paper/ applied research internship (a pass/fail milestone) for a total of 18 credits. A larger number of electives offered for some specializations reflect current sizes of corresponding areas at SAS. We expect that the hiring of new full-time faculty for the Markham Centre Campus will restore the balance.

The core module is comprised of two courses.

GS/MSMG 6010 3.0 Quantitative Research Methods

GS/MSMG 6020 3.0 Qualitative Research Methods

The four specialization courses will concentrate on applied research methods, data management and analysis, and managerial applications in 5 management disciplines: accounting, marketing, entrepreneurship and innovation, management of professionals, and supply chain management. One of the courses in each of the five specializations will incorporate at least 1.5 credits in analytics. Out of four specialized courses, three should be from the selected specialization and the fourth can be from any specialization including the selected one.

The third mandatory component of the MScMP is the major research paper. After completing the core courses and either concurrent or after completing the focus courses, students can work and complete the major research paper. The major research paper will be supervised by a professor and can be based on either publicly available data or proprietary corporate data. This latter type of research can include an agreement with an organization to have the student perform the research in house as an internship. This option would be very attractive to students that are doing the program on a part time basis because it would allow them to apply the knowledge acquired in the program to solve problems of their organization.

The following specialized courses are available for each specialization (12 credits required):

Applied Accounting Research

- GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics (required)
- GS/MSMG 6120 3.0 Analytics for Accounting (required)
- GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Audits (elective)
- GS/MSMG 6160 3.0 Accounting Theory and Conceptual Framework Applied Research (elective)
- GS/MSMG 6170 3.0 Business Intelligence for Performance Management (elective)
- GS/MSMG 6180 3.0 Data Analytics for Public Practice (elective)

Applied Marketing Research

- GS/MSMG 6410 3.0 Marketing Analytics (required)
- GS/MSMG 6450 3.0 Marketing Management and Metrics (elective)
- GS/MSMG 6460 3.0 Consumer Research (elective)
- GS/MSMG 6470 3.0 Special Topics in Marketing (elective)

Entrepreneurship and Innovation

Four required courses (9 credits):

- GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship (required)
- GS/MSMG 6220 1.5 Design Thinking (required)
- GS/MSMG 6250 3.0 Managing Innovation (required)
- GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas (required)

One graduate course (3 credits) from any specialization within the MScMP program or from outside the MScMP program with approval of the Graduate Program Director.

Managing in Professional Contexts

- GS/MSMG 6310 3.0 Analytical Thinking for Managers (required)
- GS/MSMG 6350 3.0 Organizing and Change in Professional Contexts – Part 1 (required)

GS/MSMG 6360 3.0 Organizing and Change in Professional Contexts – Part 2 (required)

One graduate course (3 credits) from any specialization within the MScMP program or from outside the MScMP program with approval of the Graduate Program Director.

Supply Chain Management

GS/MSMG 6510 3.0 Analytics for Supply Chain Management (required)

GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management (elective)

GS/MSMG 6560 3.0 Supply Chain Risk Management (elective)

GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains (elective)

The program will begin in September in accordance with York University’s normal class schedule. The expected maximum total enrolment for the first offering is 20 students; the program would not run with fewer than 10 students; it is possible that not all streams will be offered at the launch of the program. This enrolment target is reasonable and achievable, as evidenced by the success of SAS’s Master of Financial Accountability. The expected future enrolment target is for five cohorts of about 10 students per specialization or total enrolment of 50 per year at steady state. Figure 6 presents an overview of the structure of the program including pre-requisites and how to satisfy them.

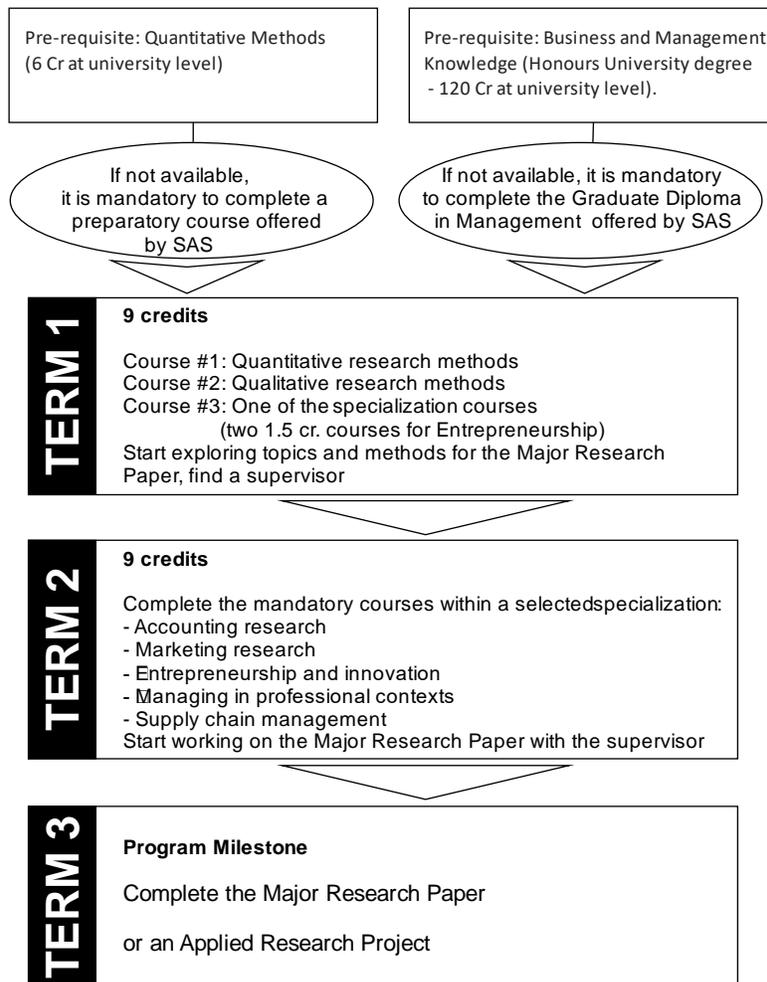


Figure 6: MScMP Program Structure

4.3 Course Level

All courses of the MScMP, whether required or electives, are graduate-level courses.

4.4 Calendar Copy.

The program requirements as they will appear in the calendar are in **Appendix A**.

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes

A successful graduate of the MScMP program is expected to:

- demonstrate an understanding of the importance of evidence-based decision-making for improving an organization's performance and the limitations of particular types of data and analytical tools;
- show familiarity with key methods of qualitative and quantitative research, data collection and analysis needed to provide evidence to decision-makers;
- show familiarity with emerging trends and tools in cognitive technology of data analytics;
- demonstrate an ability to apply relevant theories, methodologies, and critical thinking skills to identify and solve organizational/management problems and issues.
- demonstrate an ability to identify sources of information and data best suited to inform managerial decisions in a selected specialization while understanding ethical considerations in using personal data for research;
- show an ability to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences;

The program courses within each specialization are designed to address these objectives through providing students with knowledge, training them to apply this knowledge, and stimulating the analytical approach to their studies. The program's expected learning outcomes and the contribution of each course to the outcomes are detailed in **Appendix C**.

5.2 Achievement of Program Learning Outcomes

Consultations with external stakeholders indicated that it takes three to five years to merge a management graduate with a science job or a science graduate with a management position. The MScMP program will be the first step in that marriage. The program structure is designed to facilitate the achievement of the learning objectives through the three-tiered approach (Figure 7). First, the core courses provide students with basic knowledge of research methods and train them to critically evaluate research designs and resulting data. As a second tier, the set of specialized courses introduces the specifics of a selected specialization with students starting to apply their new skills. Finally, the students will work on a major research paper focused on applied research to solve a problem of a real organization. The major research

paper will expose students to the need of identifying the problem, limiting it (scope), deciding on what data are needed, analyzing the data through statistical tools, analytics and cognitive technologies applications, and finally communicate the results of the applied research for an accurate diagnosis and an executable action plan. The goal of the major research paper/internship project is to allow students to integrate the skills and knowledge received in the program and to assess their success in achieving program-level learning outcomes. Refer to **Appendix C** for more details.

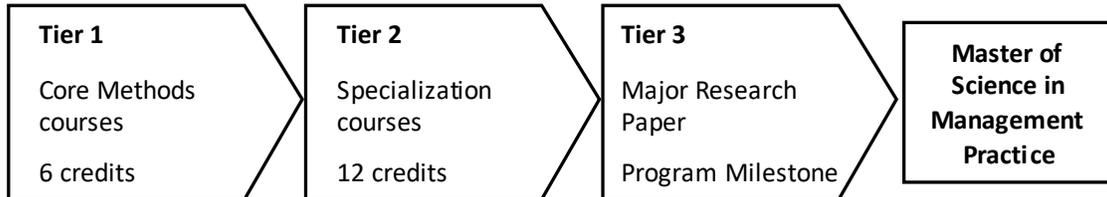


Figure 7: Three-tiered approach to achieving program learning objectives

5.3 Methods and Criteria for Assessing Student Achievement

Courses in the selected specialization will develop the student’s analytic and cognitive abilities in the discipline, while the two courses mandatory for all specializations are more broadly based and will enable the student to learn the basics of applied research with the goal of being able to apply those abilities within each of the specializations.

Most specializations will incorporate 1.5 credits of data analytics into its first course. This rule does not apply to the Entrepreneurship and Management in Professional Contexts streams, as these areas focus on more general aspects of management where common methods of data collection and processing are yet to emerge.

The MScMP is an applied research focused program, therefore experiential and immersive learning are selected as preferred ways to achieve the learning outcomes detailed in **Appendix C**. The end goal of the program is to enable students to apply newly acquired knowledge, skills, and cognitive technology tools to real world problems. Experiential and immersive learning is built into the program via case studies, live cases, simulation and analyses of data with data analytics and cognitive technology applications. The whole process culminates with the Major Research Paper wherein each student works under the supervision of a Faculty member and in cooperation with an organization in the GTA area on a practical application to solve a problem being faced by the organization or to advance the organization’s knowledge of their customers, operations, employees, markets or other stakeholders. The organization can be an ongoing business, a nonprofit organization, a government unit or an entrepreneurial start-up.

The grading and assessment process will be the same as that used in other graduate programs at York University. In each course, a student’s final assessment will be a grade on a four-point scale; the overall course grade is based on the student’s performance on the various elements of the course, including written assignments, case analyses, simulations, team work, presentations, use of data analytics and cognitive technology applications, examinations (mid-term tests and final examinations) and their contribution to class participation and learning.

Similarly, the assessment of each student’s eligibility to remain in the program, as well as to graduate, will be the same as for other graduate programs of the Faculty of Liberal Arts and Professional Studies. In particular, the following promotion standards apply:

1. Master of Science in Management Practice students will be reviewed upon completion of each term.
2. Students who fail a required course must retake it.
3. Grades for all courses taken will remain on the official York University transcript.
4. The Senate policy on repeating courses applies to this program.

The requirements for academic standing in the program will follow the Faculty of Graduate Studies guidelines with the exception of cases when the continuation is recommended by the graduate program director and approved by the Dean.

Graduation Requirements:

1. Successful completion of all courses, including 6 credits of core courses, 12 credits of specialized courses (including elective courses) and the Major Research Paper;
2. A grade point average of at least B-

5.4 Normal Program Length

The normal program length is three terms of full-time study, as indicated in Figure 6. The course load is similar to that of similar research-oriented master of science in management programs in other Canadian universities (see item 3.1 for details of other comparable programs). At the launch, there will be only one admission point (Fall) but the introduction of the second admission point (Winter) will make the program more flexible, allowing part-time students to more easily spread the course load across three or even four terms.

5.5 Modes of Delivery

The program is course based, with the last stage, the faculty-supervised major research paper (MRP), being applied research oriented. The delivery modes are via structured course work and guided applied research. The nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential and immersive learning throughout the program, including case analysis and discussion, team work, simulation, use of data analytics and cognitive technology applications, as well as outreach and assistance to external organizations as part of their major research paper.

Appendix E contains the details of all the new courses proposed including mode of delivery and assessment.

Senate Members: Appendix E has not been copied in the agenda, but is available upon request from the University Secretariat.

6. Admission Requirements

6.1 Program Admission Requirements

The requirements for admission to the proposed MScMP program will be as follows:

- An undergraduate honours degree in business or related discipline from an accredited post-secondary institution, with a minimum grade point average of B over the final two years of full time study or the equivalent thereof. However, students with a business degree who have the minimum grade point average and substantial professional experience or equivalent will be considered for admission;
- A minimum of 6 credits of quantitative methods in an undergraduate or graduate program taken no more than ten years prior to the application;
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English language university or who have not worked in a professional role in an English-speaking country for at least one year must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL (minimum of 7.5 or 600 respectively, details available at <http://gradstudies.yorku.ca/current-students/regulations/admission/#english>). In special circumstances, admission to the MScMP may be conditional upon taking an intensive English language course.

The application package should include the documents supporting the above qualifications and:

- Two satisfactory letters of reference (e.g., minimum rating of 'good' in all letters) which may include: a) academic references from faculty members who taught the applicant; and/or b) references from direct workplace supervisors of the applicant within the past five years who can evaluate the applicant's analytical orientation.
- A personal statement of research and professional plans - clearly stated, logically developed, and congruent with the MScMP program.

For students who do not meet the first two criteria the following entry options are possible:

- Students who have completed university level business or management degrees that do not have a minimum of 6 credits of quantitative methods can be admitted into the MScMP on the condition that they pass a preparatory course in quantitative methods prior to undertaking any MScMP program courses.
- Students who have completed university level degrees in fields outside business or management but have taken a minimum of 6 credits of quantitative methods can be admitted into the MScMP after completing the Graduate Diploma in Management or similar for credit degree level program at the university level.
- Students who have completed university level degrees in fields outside business or management and do not have a minimum of 6 credits of quantitative methods can be admitted into the MScMP after completing the Graduate Diploma in Management (making sure to take required business-related modules) or similar degree level program at the university level, and passing the preparatory course in quantitative methods. Students interested in Applied Accounting Research may need to meet additional requirement specific for the stream courses.

Given the strong research focus of the program, the admission requirements aim at achieving classes reasonably homogenous in terms of aptitude allowing a rapid progress towards the program's learning outcomes.

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Strength and Expertise of the Faculty

One of SAS greatest strengths is the wide breadth of knowledge and experience of its full-time faculty. The SAS has faculty members who are actively engaged in research in all the main management-related fields. In the past 3 years, the faculty members who expressed interest in teaching in the MScMP have published extensively (papers in FT50 journals and other leading journals in their respective disciplines), authored books used in courses at York University and other institutions, and received relevant research grants in the disciplines that require external funds to carry out the research. Even at these early planning stages, about a third of the current full-time faculty at SAS already expressed interest in teaching MScMP courses at Markham campus.

The resources for this program will be drawn from the general resource base of SAS and LA&PS. This includes instructors (tenure stream and contract) from the areas of Accounting, Management, Marketing, Decision Sciences and others who possess expertise in the program's areas of specialization and analytical tools. Because some courses are very specialized in nature and content, it is expected that industry professionals who have relevant expertise, practical knowledge, industry experience, and Canadian and international professional designations/certifications will contribute to teaching them.

Currently, the School serves over 4000 students with less than 60 full-time faculty members who teach almost one third of the 500+ sections offered per year at the undergraduate and graduate levels. It is planned that at Markham Campus, the School of Administrative Studies will serve more than 180 sections of undergraduate courses. Compared to this number, the proposed graduate program will require only about 22 sections annually. Thus, the program's weight in the overall size of the School will be minimal.

A substantial number of current SAS faculty members have expressed interest in teaching cross-campus, and they will be supplemented by a significant number of new faculty members hired as part of the University's buildup towards opening of the Markham campus in Fall 2021. In the last few years, the SAS has been hiring between 3 and 5 new full-time faculty members annually. The first open rank position for this program was authorized in 2017, and more will follow in the years prior to the launch of the program. Cognizant of the competitive hiring market in business, the searches in 2018-19 and beyond are proposed to start earlier in the year to attract the best possible candidates. The addition of the graduate program to the School's portfolio of programming is expected to make the positions even more appealing. With rigorous selection, these additional teaching resources, along with already available full-time academic faculty and qualified contract instructors (professors of practice/adjunct professors) who can bring real-life business experience into the classroom setting, will certainly well position the School to offer a successful program, including the supervision of MRPs or equivalents. A list of current SAS tenure-stream faculty members is presented in **Appendix D**.

The Major Research Paper or a substitute project as well as the links with external stakeholders for each specialization will be supported by a faculty member responsible for approving MRPs proposed by students, and for guiding them until a dedicated supervisor is identified. A process to govern the equitable allocation and distribution of supervision activities among the faculty involved in the program is under review at the Dean's office of the Faculty of Liberal Arts and Professional Studies. The teaching resources for the MRP have been reflected in the budget model for the program.

7.2 Role of Contract Instructors and Retired Professors

Contract instructors play an essential role in SAS. Our contract instructors are highly experienced in their respective fields and in confronting the day-to-day realities of managing within organizations and provide a high level of academic rigor in student experiential learning. They bring their real-world experience into the classroom and apply it to course instruction, case analyses, assignments, projects, presentations, and students' experiential and immersive learning in the 'real world' of management. Contract faculty are particularly important for teaching / co-teaching highly specialized courses where access to proprietary data and/or analytical tools is required.

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

7.3 Major Research Equipment and Facilities

Except for the instruction of analytics in specialization courses, no research equipment or facilities will be required to support this program. Research support is necessary to acquire data analytics and cognitive technology applications and make them available to the students in the program.

Appropriate software will be needed for instructing students in analytics. Licenses will be needed for Tableau, SAS, Microsoft Essbase, Nielsen Answers, etc.

7.4 Office, Laboratory and General Research Space

Laboratory space is not needed for this program, except for classrooms with desktops to access proprietary software. As of the time of preparing this proposal, this software has to be installed on workstations which means computer labs will be needed. In discussions with organizations operating in Markham, some indicated the possibility of lending their space for the program. MScMP students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Office space is at a premium in York's Markham Campus. The University is in the process of building the main building(s) which will provide office and lounge rooms for faculty. Faculty members teaching at the MScMP will also teach at other programs. There will be a need for a dedicated office space that will be the main point of contact of the program with graduate students and external stakeholders; this space can be shared with the Graduate Diploma in Management. A graduate lounge will also be needed to maintain high level of students' experience in the program.

7.5 Academic Supports and Services

A Graduate Program Assistant will provide support to the proposed program operations at Markham campus. The key functions of the Assistant will include answering inquired and advising students,

maintaining student and program files and records, supporting program processes (registration, grades, financial aid, meetings, exams, convocations, online communications).

An important resource that will be developed is a dedicated Career and Placement Service to assist MScMP and GDM students in finding positions that can make the most of their recently acquired knowledge and skills. The Career and Placement Service will require hiring one student services advisor and one career and placement facilitator.

Support for admissions and advising during and after the completion of the program will be provided, particularly for international students. Areas that need development across programs are professional activities to boost networking and writing support. Similarly, ensuring international students have access to writing support as needed for the completion of the MRP, such as the services provided by the Writing Centre on the Keele campus, will be an important resource.

Given the nature of the business field (reliance on digital databases for research), no additional library resources are currently envisioned. The resources available now to support existing York graduate business programs (apart from classroom space) will also be more than adequate to support the Master of Science in Management Practice program.

7.6 Financial Support

As this is a professional oriented research program, no special financial support will be provided other than the financial aid and scholarships that are generally available to similar graduate students at York.

8. Enrolment Projections

8.1 Implementation Date, Yearly in-take and Projected Steady-state Enrolment Target

The program will be first offered in Fall 2021 coincidentally with the opening of York’s Markham Campus; Fall 2024 will reach its steady state. Table 5 provides the details of its estimated evolution.

Table 5: Projected enrollments in the MScMP program

One admission point: Fall	Core courses (6 Cr.) + 3 Cr from the Specialization	Specializations (9 Cr.)					MRP
		Accounting	Entrepreneurship	Managing Professionals	Marketing	Supply Chain	
Fall 2021	20						
Winter 2022		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2022							20
Fall 2022	30						
Winter 2023		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2023							30
Fall 2023	40						
Winter 2024		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2024							40
Fall 2024	50						
Winter 2025		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	

One admission point: Fall	Core courses (6 Cr.) + 3 Cr from the Specialization	Specializations (9 Cr.)					MRP
		Accounting	Entrepreneurship	Managing Professionals	Marketing	Supply Chain	
Summer 2025							50
Fall 2025	50						
Winter 2026		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2026							50

Program Fees

In the course of program development, the School conducted extensive research of the program's financial viability. Below is the overview of fees charged by similar programs. Given a relatively small size of the proposed program compared to the School of Administrative Studies undergraduate operations, we have reasons to believe that with program fees even at a lower range of those in Table 6, the revenues from the master's program will offset most of the costs of running it.

Table 6: Tuition fee structure of Canadian Master's programs as of 2016/17

Program Name	Institution Name	Tuition fee for the program's full academic year as defined by Institution	Number of Semesters covered by tuition of column 3	Number of Semesters for program completion	Comments
Master of Business Analytics (MBAN)	York University - Schulich School of Business	Domestic students: \$57,000 International Students: \$73,000	3	3	Professional program
Master of Management (MMgt)	York University - Schulich School of Business	Domestic students: \$30,000 International Students: \$54,000	3	3	Professional program
Master of Science in Management	Brock University - Goodman School of Business	Domestic Students: \$14,799.10 International Students: \$36,272.4	5	5	Pre PhD program (subsidized)
Master of Science in Management	Queens University - Smith School of Business	The Registrar's Office does not publish the fee for this program. However, all Masters offered by Smith School of Business range between \$45,000 and \$71,167 for international students and \$30,000 to \$46,540 for domestic students.	3 (estimated)	3	Pre PhD program (subsidized)

Program Name	Institution Name	Tuition fee for the program's full academic year as defined by Institution	Number of Semesters covered by tuition of column 3	Number of Semesters for program completion	Comments
Master of Science in Management	University of Ottawa - Telfer School of Management	Domestic students (6 terms): \$16,066.08 International students (6 terms): \$58,839.42	6	6	Pre PhD program (subsidized)
Master of Science in Management	Western University - Ivey Business School	Domestic students: between \$40,500 and \$45,750 (depending on the stream) International students: between \$57,750 and \$63,000 (depending on the stream)	4	4	Professional program
Master of Science in Management	Ryerson University – Ted Rogers School of Management	Domestic students without foundation term (2 years): \$21,309.22 Domestic students with the foundation term (5 courses): \$30,514.92 International students without foundation term (2 years): \$43,403.98 International students with the foundation term (5 courses): \$58,171.58	4	4	Professional program
Master of Science in Management	University of Lethbridge - School of Graduate Studies	Domestic students: \$13,632.51 International Students: \$26,087.61	3	3	Pre PhD program (subsidized)
Master of Science in Management	Concordia University - John Molson School of Business	Canadian, Quebec residents: \$5,900 Canadian, non-Quebec: \$13,300 International students: \$37,100	5	5	Professional program
Master of Science in Business Administration	University of British Columbia - Sauder School of Business	Program does not have tuition fees published. The most similar one, the Master of Management indicates: Domestic students \$28,460 International students: \$42,006	N.A.		Pre PhD program (subsidized)

9. Support Statements⁷

Support has been received from:

- Dean of Faculty of Liberal Arts and Professional Studies
- University Librarian
- University Registrar
- Schulich School of Business
- Vice-President Academic and Provost
- External stakeholders:
 - Regional Municipality of York
 - Nielsen Canada
 - IBM Canada
 - Department of Mechanical, Energy, and Management Engineering, University of Calabria (Unical)
 - Dr. Fang Chang, CIBC
 - Larry J. Foley, Institute for Supply Management, Canada

The letters are in Appendix F.

⁷ Some of the letters of support refer to the program as “Master of Science in Management”. This is an original name under which the program was proposed and developed before it was changed to “Master of Science in Management Practice” to minimize confusion with other programs offered at York University.

Appendix A

Master of Science in Management Practice Calendar Copy

Program Overview

The Master of Science in Management Practice (MScMP) is a program designed to provide future leaders in organizations an understanding of management practices, with a focus on applied research and analysis that inform evidence-based decision making. It provides flexible course offering and serves full-time students as well as professionals who desire to obtain a graduate degree in management while continuing full-time employment. The program is designed to allow completion within three terms (one year) of full-time study, provided that the candidate has an undergraduate business degree and adequate quantitative preparation when admitted. Successful applicants who lack business and/or quantitative background will have to complete preparatory courses and are encouraged to apply for the Graduate Diploma in Management.

In particular, the program will train students to:

- understand the importance of evidence-based decision-making for improving an organization's performance and understand the limitations of particular types of data and analytical tools;
- be familiar with key methods of qualitative and quantitative research, data collection and analysis needed to provide evidence to decision-makers;
- be familiar with emerging trends and tools in cognitive technology of data analytics;
- be able to apply relevant theories, methodologies, and critical thinking skills to identify and solve organizational/management problems and issues.
- be able to identify sources of information and data best suited to inform managerial decisions in selected specialization while understanding ethical considerations in using personal data for research;
- be able to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences.

The program offers five specializations:

- Applied Accounting Research
- Applied Marketing Research
- Entrepreneurship and Innovation
- Managing in Professional Contexts
- Supply Chain Management

The Master of Science in Management Practice's courses combine theoretical knowledge with practical application. The program is highly experiential, culminating with a Major Applied Research Paper where students employ their knowledge and skills to identify organizational problems and suggest solutions to them based on appropriate analysis of available data. If approved by a program director, the Major Research Paper can take the form of an applied research assignment in an organization.

Admission Requirements

The minimum admission requirements are as follows:

- An honours undergraduate degree in business or related discipline from an accredited post-secondary institution, with a minimum grade point average of B over the final two years of full time study or the equivalent thereof. However, students with a business degree who have the minimum grade point average and substantial professional experience or equivalent will be considered for admission;
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English language university or who have not worked in a professional role in an English-speaking country for at least one year must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL. In special circumstances, admission to the MScMP may be conditional upon taking an intensive English language course.

An applicant needs to provide:

- Two satisfactory letters of reference (e.g., minimum rating of ‘good’ in all letters), which may include: a) an academic reference from a faculty member who taught the applicant; and/or b) a reference from a direct workplace supervisor of the applicant within the past five years who can evaluate the applicant’s analytical orientation.
- A personal statement of research and professional plans - clearly stated, logically developed, and congruent with the MScMP program.

Program of Study

The program is designed to be completed in three terms of full-time study. In the first term, students take two core methods courses and one course based on the selected specialization for a total of 9 credit hours. The second term is dedicated to completing the remaining 9 credit hours of specialization courses. In the third term, a student is expected to carry out and complete an independent applied research. Two options are available: a) a Major Research Paper, where students engage in a research in their fields of specialization under the supervision of a faculty member; and b) an applied research project in a partnering organization, which should be especially attractive for part-time students.

Appendix B

Master of Science in Management Practice Course Structure

ADVANCE PREPARATION

Students admitted into the MScMP must satisfy two sets of pre-requisite knowledge:

- Quantitative (math and statistics)

Students who have not completed a minimum of 6 credits of quantitative methods at the university level within the last 10 years can be admitted into the MScMP on the condition that they pass a preparatory course in quantitative methods prior to undertaking any MScMP program courses.

- Business, management or commerce

Students who have completed university level degrees in fields outside business or management can be admitted into the MScMP after completing the Graduate Diploma in Management or similar for credit degree level program at the university level.

Students pursuing the Applied Accounting Research stream may have to meet additional requirements specific to the stream's courses.

Required Courses (18.0 credits)

First Term (Fall 9.0 Cr)

The two core courses are designed to introduce students to applied research in the business context:

GS/MSMG 6010 3.0 Quantitative Research Methods

GS/MGMG 6020 3.0 Qualitative Research Methods

Select 3.0 credits according to the desired specialization (the course that incorporates analytics):

Applied accounting research (select one)

GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics

GS/MSMG 6120 3.0 Analytics for Accounting

Entrepreneurship and Innovation (both courses have to be taken in the first term)

GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship

GS/MSMG 6220 1.5 Design Thinking

Managing in professional contexts

GS/MSMG 6310 3.0 Analytical Thinking for Managers

Applied marketing research

GS/MSMG 6410 3.0 Marketing Analytics

Supply chain management

GS/MSMG 6510 3.0 Analytics for Supply Chain Management

Second Term (Winter 9.0 Cr)

Complete the coursework required for the selected specialization (9 credits). Start working on the Major Research Paper with the supervisor.

Applied Accounting Research (select 3)

GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics (if not taken in the 1st term)

GS/MSMG 6120 3.0 Analytics for Accounting (if not taken in the 1st term)

GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Auditing

GS/MSMG 6160 3.0 Accounting Theory and Conceptual Framework Applied Research

GS/MSMG 6170 3.0 Business Intelligence for Performance Management

GS/MSMG 6180 3.0 Data Analytics for Public Practice

One graduate course (3 credits) from any specialization within the MScMP program.

Applied Marketing Research (select 3)

GS/MSMG 6450 3.0 Marketing Management and Metrics

GS/MSMG 6460 3.0 Consumer Research

GS/MSMG 6470 3.0 Special Topics in Marketing

One graduate course (3 credits) from any specialization within the MScMP program

Entrepreneurship and Innovation

GS/MSMG 6250 3.0 Managing Innovation

GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas

One graduate course (3 credits) from any specialization within the MScMP program.

Managing in Professional Contexts

GS/MSMG 6350 Organizing and Change in Professional Contexts – Part 1

GS/MSMG 6360 Organizing and Change in Professional Contexts – Part 2

One graduate course (3 credits) from any specialization within the MScMP program.

Supply Chain Management (select 3)

GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management

GS/MSMG 6560 3.0 Supply Chain Risk Management

GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains

One graduate course (3 credits) from any specialization within the MScMP program

Third Term (Summer)

Major Research Paper, a pass/fail program milestone

The major research paper will be supervised by a professor and can be performed either with publicly available data or with proprietary corporate data. This later type of research can include an agreement with an organization to have the student perform the research in house as an internship.

Appendix C

Expected Learning Outcomes

Overall, the Program and its deliverables are designed to allow student to achieve the following learning objectives:

- LO 1: demonstrate an understanding of the theoretic framework, key concepts, research methods, data analytic approaches and the importance of evidence-based decision-making for improving an organization's performance
- LO 2: show familiarity with key methods of qualitative and quantitative research, data collection and analysis, emerging trends and tools in cognitive technology in data analytics;
- LO 3: demonstrate an ability to apply relevant theories, methodologies, and critical thinking skills to conduct applied research to solve organizational/management problems faced by an organization;
- LO 4: effectively communicate analyses, outcomes and conclusions to a range of audiences.
- LO 5: express appreciation for the limitations, trade-offs, ambiguities, and ethical considerations inherent in using data and analytical tools to make decisions to manage an organization
- LO 6: show the ability to work individually and in a group to conduct research to recommend solutions for improving organizational performance which will advance their knowledge in their selected specialization

To achieve these objectives, the courses are designed to provide the students with appropriate levels of learning. The expected learning outcomes of the Master of Science in Management Practice are detailed below.

The MScMP can be awarded to students demonstrating:

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

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

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

PROGRAM EXPECTED LEARNING OUTCOMES	MSMG 6010 Quantitative research methods	MSMG 6020 Qualitative research methods	MSMG 6110 Management Accounting Applied Research	MSMG 6120 Analytics for Accounting	MSMG 6150 Data Analytics for Internal Auditing	MSMG 6160 Accounting Theory and Conceptual Framework	MSMG 6170 Business Intelligence for Performance Management	MSMG 6180 Data Analytics for Public Practice
<i>By the end of the program, students will be able to:</i>								
1. Depth and Breadth of Knowledge								
Illustrate the key concepts and principles of research design in business and management	L1	L1			L2			L2
Explain the key concepts and theoretical frameworks in selected specializations			L1			L3	L2	
2. Knowledge of Methodologies								
Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making	L1	L1	L2	L3	L2	L3	L2	L2
Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance	L1	L1	L2	L3	L3	L3	L2	L3
3. Application of Knowledge								
Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices			L2				L1	
Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems	L2	L2		L3	L2	L1	L3	L2
Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues	L2	L2			L2			L2
4. Communication Skills								
Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training	L2	L2	L2	L3	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)	L2	L2	L2	L3	L2	L2	L2	L2
5. Awareness of Limits of Knowledge								
Critique the limitations of various types of data and analytical tools and identify the alternatives.	L3	L3	L2	L1	L1	L1	L2	L1
Recognize ethical boundaries in using personal data for research purposes.	L2	L2						
Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.			L1			L1	L2	
Reflect on the ambiguity inherent to management of an organization	L1	L1	L1			L1	L2	
6. Autonomy and Professional Capacity								
Conduct independent research to advance their knowledge in their selected specialization		L2			L2	L2		L2

PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6010 Quantitative research methods	MSMG 6020 Qualitative research methods	MSMG 6110 Management Accounting Applied Research	MSMG 6120 Analytics for Accounting	MSMG 6150 Data Analytics for Internal Auditing	MSMG 6160 Accounting Theory and Conceptual Framework	MSMG 6170 Business Intelligence for Performance Management	MSMG 6180 Data Analytics for Public Practice
Work effectively in teams	L2	L2	L2		L2	L2		L2
PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6210 Theory and Practice of Entrepreneurship	MSMG 6220 Design Thinking	MSMG 6250 Managing Innovation	MSMG 6260 Commercializing Entrepreneurial Ideas	MSMG 6310 Analytical Thinking for Managers	MSMG 6350 Organizing and Change in Professional Contexts I	MSMG 6350 Organizing and Change in Professional Contexts II	Major Research Paper or substitute
1. Depth and Breadth of Knowledge								
Illustrate the key concepts and principles of research design in business and management				L1				
Explain the key concepts and theoretical frameworks in selected specializations	L2	L2	L2	L2	L2	L3	L3	L3
2. Knowledge of Methodologies								
Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making	L1	L2		L1	L1			
Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance				L1	L1	L2	L1	
3. Application of Knowledge								
Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices	L2	L2	L2		L2	L2	L2	L3
Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems	L2	L3	L2	L2	L2	L2	L2	L3
Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues					L2	L2		L3
4. Communication Skills								
Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training	L2	L2	L2	L2	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)	L2	L2	L2	L2	L2	L2	L2	L2
5. Awareness of Limits of Knowledge								

PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6210 Theory and Practice of Entrepreneurship	MSMG 6220 Design Thinking	MSMG 6250 Managing Innovation	MSMG 6260 Commercializing Entrepreneurial Ideas	MSMG 6310 Analytical Thinking for Managers	MSMG 6350 Organizing and Change in Professional Contexts I	MSMG 6350 Organizing and Change in Professional Contexts II	Major Research Paper or substitute
Critique the limitations of various types of data and analytical tools and identify the alternatives.		L1		L1	L2			
Recognize ethical boundaries in using personal data for research purposes				L2				L3
Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.	L2	L2	L2	L2				
Reflect on the ambiguity inherent to management of an organization	L1	L1	L2	L2	L2	L2		L3
6. Autonomy and Professional Capacity								
Conduct independent research to advance their knowledge in their selected specialization	L1	L2	L2	L1	L2	L2	L2	L2
Work effectively in teams	L2	L2	L2	L2	L2			
PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6410 Marketing Analytics	MSMG 6450 Marketing Management and Metrics	MSMG 6460 Consumer Research	MSMG 6470 Special Topics in Marketing	MSMG 6510 Analytics for Supply Chain	MSMG 6550 Fundamentals of Supply Chain Management	MSMG 6560 Supply Chain Risk Management	MSMG 6570 Reverse Logistics and Closed-loop Supply Chain
1. Depth and Breadth of Knowledge								
Illustrate the key concepts and principles of research design in business and management	L1		L1	L1	L1			
Explain the key concepts and theoretical frameworks in selected specializations	L2	L1	L2	L2	L1	L2	L2	L2
2. Knowledge of Methodologies								
Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making	L2	L2	L1	L1	L2	L1		
Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance	L2	L2	L1	L2	L2	L1	L2	L1
3. Application of Knowledge								
Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices			L2	L2	L2	L2	L2	L2
Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems	L1	L2	L2		L1	L2		L1

PROGRAM EXPECTED LEARNING OUTCOMES	MSMG 6410 Marketing Analytics	MSMG 6450 Marketing Management and Metrics	MSMG 6460 Consumer Research	MSMG 6470 Special Topics in Marketing	MSMG 6510 Analytics for Supply Chain	MSMG 6550 Fundamentals of Supply Chain Management	MSMG 6560 Supply Chain Risk Management	MSMG 6570 Reverse Logistics and Closed-loop Supply Chain
<i>By the end of the program, students will be able to:</i>								
Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues	L3		L2	L2	L2	L2	L2	L1
4. Communication Skills								
Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training	L2	L2	L2	L2	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)	L2	L2	L2	L2	L2	L2	L2	L2
5. Awareness of Limits of Knowledge								
Critique the limitations of various types of data and analytical tools and identify the alternatives.	L2	L1		L2		L1		
Recognize ethical boundaries in using personal data for research purposes	L2		L3					
Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.		L1				L1	L1	
Reflect on the ambiguity inherent to management of an organization		L1			L1	L1	L2	
6. Autonomy and Professional Capacity								
Conduct independent research to advance their knowledge in their selected specialization	L2		L2	L2	L2	L2	L2	L2
Work effectively in teams	L2	L2				L2	L2	L2

Appendix D

Faculty Members SAS – Teaching Staff

Table 1 – Listing of Faculty

At this stage, only Full-time faculty and retired faculty are included.

Area	Faculty Member	Rank	Graduate Program
Accounting, Governance and Law	Evans, Paul	Assistant Professor	MFAC
	Gelinas, Patrice	Associate Professor	MFAC
	Kwon, Sung	Professor	
	Lai, Liona	Associate Professor	MFAC
	Leblanc, Richard	Associate Professor	MFAC
	Ma, Mary	Assistant Professor	
	Parkinson, John	Professor	
	Peng, Songlan	Associate Professor	
	Porporato, Marcela	Associate Professor	Yes
	Spraakman, Gary	Professor	Yes
	Wang, Haiping	Assistant Professor	
Waweru, Nelson	Associate Professor	MFAC	
Audit Management Information Systems / Tax	Iacobelli, Sandra	Assistant Lecturer	MFAC
	Jones, Joanne C	Associate Professor	Yes
	Sanchez-Rodriguez, Cristobal	Associate Professor	
Finance	Domian, Dale	Professor	Yes
	Tahani, Nabil	Associate Professor	Yes
	Yildirim, Semih	Associate Professor	
Management	Chuang, You-Ta	Associate Professor	Yes
	Deutsch Salamon, Sabrina*	Associate Professor	
	Lehrer, Keith	Assistant Professor	
	Shen, Jung-Chin	Associate Professor	
	Schwartz, Mark	Associate Professor	
	Thomson, Kelly	Assistant Professor	Yes
	Tsasis, Peter**	Associate Professor	
Decision Sciences	Bartel, Henry	Professor	
	Huang, Rong Bing	Associate Professor	
	Qudrat-Ullah, Hassan	Professor	Yes
	Solis, Adriano	Associate Professor	Yes
	Toyasaki, Fuminori	Associate Professor	Yes
Marketing	Carbonell-Foulquie, Pilar	Associate Professor	
	Rusetski, Alex	Associate Professor	
	Strebinger, Andreas	Associate Professor	
	Whelan, Jodie	Assistant Professor	

Note: * Cross-appointed to another LA&PS unit; ** Cross-appointed to Faculty of Health.

Table 2 – Graduate Supervision

Graduate student supervision of core faculty is presented in Table 2.

Faculty Member	Career			Current		
	Master's	Major Research Paper	PhD	Master's	Major Research Paper	PhD
Bartel ,Henry	8		2			1
Carbonell, Pilar	21					
Deutsch Salamon, Sabrina	1	1	5			2
Domian, Dale	3		3			
Gelinas, Patrice						
Huang, Rongbing	1		2			1
Kwon, Sung	2	1	2			
Lai, Liona		2				
Leblanc, Richard	1		2			
Ma, Mary			1			
Peng, Stella						
Porporato, Marcela	24	1	3	4		5
Quadrat-Ullah, Hassan	15		6			
Shen, Jung-Chin			2			1
Solis, Adriano	10			2		
Spraakman, Gary	1		1			
Strebinger, Andreas	33		1			
Tahani, Nabil	4					
Thomson, Kelly		3	1			1
Toyasaki, Fuminori	2		2			4
Tsasis, Peter	2		6			2
Wang, Haiping				1	1	

Table 3 – Research Funding Received by Faculty

The following table presents the annual aggregate value of research grants received by the faculty who declared their interest in the proposed program throughout their careers (excluding grants solely for travel and publication). Further details can be found in the CVs of individual faculty. In cases where grants are shared with other SAS faculty, the amount for only one faculty member was included.

Year	Granting Councils ¹	Government ²	Foundations ³	Contracts and others ⁴	Internal ⁵	Total
2017	\$ 179,569.00	\$ 20,000.00	\$ -	\$ -	\$ 6,175.00	\$ 205,744.00
2016	\$ 154,889.00	\$ -	\$ -	\$ 9,200.00	\$ 69,533.50	\$ 233,622.50
2015	\$ 127,500.00	\$ 50,000.00	\$ -	\$ 85,350.00	\$ 89,090.00	\$ 351,940.00
2014	\$ -	\$ -	\$ -	\$ 40,786.46	\$ 32,893.36	\$ 73,679.82
2013	\$ -	\$ 24,795.90	\$ 40,889.00	\$ 2,000.00	\$ 15,637.20	\$ 83,322.10
2012	\$ 24,000.00	\$ -	\$ -	\$ 1,500.00	\$ 14,915.00	\$ 40,415.00
2011	\$ 35,599.00	\$ -	\$ -	\$ 10,000.00	\$ 269,333.00	\$ 314,932.00
2010 and before	\$ 2,330,049.00	\$ 249,707.75	\$ 100,000.00	\$ 763,285.40	\$ 258,590.00	\$ 3,701,632.15
Total	\$ 2,851,606.00	\$ 344,503.64	\$ 140,889.00	\$ 912,121.86	\$ 756,167.06	\$ 5,005,287.56

1. This category includes SSHRC, CIHR and Canada Council. [note – equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants are not included]
2. Government source includes CIDA, HRDC, and NCE.
3. Source from Foundations includes Laidlaw Foundation, Appleton Foundation, and Foundation for Legal Research.
4. This category includes contracts and grants that cannot be classified under any other categories.
5. This category consists of university allocated grants such as SSHRC minor grants. [equipment, conference and travel grants are not included]

**York University External Appraisal Report
of the Proposed New Master of Science in Management Practice (MScMP)
and the Proposed New Graduate Diploma in Management (GDM)
February 2018**

External Reviewers:

Merridee Bujaki, Professor, Accounting, Sprott School of Business, Carleton University
Janet Morrill, Associate Professor, Accounting, Asper School of Business, University of Manitoba

1. Outline of the Visit

Over the course of the day we had the opportunity to meet with the following individuals

- Alice J. Pitt, Vice-Provost, Academic
- Fahim Quadir, Interim Dean, Faculty of Graduate Studies
- Adriano Solis, Director, School of Administrative Studies
- Marcela Porporato, Undergraduate Program Director
- Alex Rusetski, Markham Planning Group Coordinator
- Joanne Jones, Assoc. Professor, Audit/MIS/Tax
- Fuminori Toyasaki, Assoc. Professor, Decision Sciences
- David Etkin, GPD, Master of Disaster and Emergency Management
- Sophie Bury, Head, Peter F. Bronfman Business Library & Learning Commons Chair
- Adam Taves, Associate Dean for Collections & Research
- Ananya Mukherjee-Reed, Dean, Faculty of Liberal Arts and Professional Studies (LA&PS)
- Sandra Whitworth, Associate Dean, Graduate Studies and Research, LA&PS
- John Justin McMurtry, Associate Dean Programs, LA&PS
- Peter Thompson, Senior Advisor, Institutional space planning
- Irina Arsene, Director, Project Management and Site Construction at York University Development Corporation
- Gary Spraakman, Professor, Accounting
- Pilar Carbonell-Foulquie, Assoc. Professor & Area Coordinator, Marketing
- Manfred Maute, Professor, Marketing
- Kelly Thomson, Asst. Professor, Management
- Jonathan Kerr, Lecturer, Management

The MScMP is to be housed at York's still-to-be-constructed Markham campus. Thus during our visit at York we were unable to visit the specific facilities, although we were pleased to receive a detailed presentation on the planned facilities and their layout during the course of our visit.

2. General Objectives of the Programs

The MScMP and GDM both fit well with the Markham campus focus on career relevant and experiential learning programs. Both programs fit well with the School of Administrative Studies' (SAS) current offerings and expertise in non-traditional course formats. Both proposals did an excellent job identifying how the programs are different from current programs offered at other schools, how they would appeal particularly to students currently in York-SAS programs and graduates and professionals in the Markham area.

In the case of the MScMP, its objectives were clearly articulated. We like the MScMP program name: it has the recognized root of MSc, which also denotes the rigour of the program. Using MP distinguishes

what is unique about the program - that graduates are prepared for practice, rather than directing candidates towards a PhD. However, we are sympathetic to concerns that MScMP may attract fewer candidates, rankings, or international partnerships. If investigations (such as marketing surveys or focus groups) validate these concerns, that would be a good reason to revert back to MScManagement.

The MScMP proposal also clearly articulated the choice of various Focus areas in the MScMP, and also why there is no Public Sector Focus in the MScMP. Faculty representatives are confident that all the planned Focus areas will be able to be offered.

We felt that the GDM would be an interesting option for non-business graduates or professionals working in the Markham area who wanted to acquire a basic comprehension of the disciplines in business who either were not ready to pursue an MBA, were not able to devote the money or time to an MBA, or would not be admitted to the programs with their current level of work experience.

We did have some concerns whether the GDM will work effectively as a feeder program to MScMP. In some disciplines (particularly accounting), we have doubts that a candidate with no business background and taking only the GDM would be able to succeed in the accounting focus of the MScMP. We see a few options the committee could consider:

- Assume that there will not be any candidates who would take the accounting focus. We are not convinced that this is a good idea. While there are perhaps few candidates who would try, it seems unfair to have a route where it is highly doubtful to be successful.
- Indicate that the accounting focus (and perhaps others) are not available if the candidate's only academic background in accounting was the GDM accounting module.
- Put a requirement into the accounting focus module (and perhaps others) that a minimum number of accounting courses must have been taken (perhaps intermediate accounting 1 and 2 within the last ten years, or equivalent).

3. Need and demand

Both documents did a very thorough job differentiating their program from others in the province and country. They both seem to identify a gap in the market and a need. We particularly anticipate that the GDM could be very attractive to internationally educated professionals (who are numerous in the GTA/Markham area) who want to obtain Canadian education credentials. We believe it will be important to have services and personnel in place to evaluate the applications of IEPs, and meet their specific needs once admitted to the program.

4. Program Content and Curriculum

Both GDM and MScMP program content and curriculum seem very interesting and topical. We were particularly impressed with the core courses in MScMP covering both quantitative and qualitative research, as this will produce well-rounded students versed in both types of research and understanding their respective strengths and weaknesses.

We have some concern that the "management of professionals" stream seemed to have less detail than other focus areas. We appreciate that it is likely to emphasize qualitative, rather than quantitative, research but would like to see clearer indications of how the course content will give students an understanding of the types of research questions to be investigated, how to perform that research, strengths and weaknesses of alternative research approaches, biases and assumptions within different investigative techniques, etc.

We also note that the program might need to limit number of focus areas to be offered in early years of the MScMP, given that the enrolments will be constrained and applicants may not divide themselves evenly among the focus areas.

5. Program structure, learning outcomes and assessment

Overall, the proposals are carefully thought out and provide an adequate level of detail. We found the proposed use of experiential learning (e.g. live cases, internships) is innovative and exciting, and takes advantage of community resources and enthusiasm for these programs.

The Program lengths and modes of delivery seem appropriate, except we had some concern about the planned 2 week module offerings in the GDM. The GDM seeks to be attractive to a wide range of students. This is laudable, and important, but of course raises challenges because the student body is diverse: the 2 week “boot camps” may be appealing for some students, but are VERY intensive and would effectively require that their outside lives be put on hold for the duration of the module. This may be appealing for some students, but impossible for others (particularly, and of most concern, for women who tend to be primary caregivers in their families and thus may have less control over their schedules and availability). Further, the program as it is currently proposed, where one module runs immediately after the other, seems like it would be impossible for anyone. We suggest reconsidering this model to enhance students’ chances for success in the GDM. Eventually, it will be preferable to have different “modes” of course offerings available, such as weekend courses, evening courses, online courses, and a traditional day format that will allow students to select the course mode most appropriate to their circumstances. Given that the first cohort is small and experimental, the committee should pick the option that they feel is most appropriate (whether that be the one the most likely to succeed, or the one most likely to attract candidates, or the one least likely to require adaptation). However, the proposal should indicate whether other modes/schedules are expected to be adopted as the program grows, or if the current structure envisioned is an inherent part of the GDM.

We note that there was some confusion based on our reading of the program documents about the intended size of initial cohort in the MScMP. The current version of the document is unclear on whether it is anticipated there will be 10-20 students admitted to the MScMP IN TOTAL, or 10-20 PER FOCUS AREA (approx. 50 IN TOTAL). This needs to be clarified as it will have a significant impact on the initial program plans and projections, as well as the resources needed for the initial offering of the program.

We had some other suggestions and concerns to be considered by the program committee:

- Learning outcomes should be re-written to ensure they are measurable (e.g. “demonstrate understanding” (which can be measured on a test or project), rather than “understand” (which is not directly visible).
- Some additional consideration should be given to how the learning outcomes will be demonstrated and assessed at the program levels, rather than just course by course; for example, some pre- and post- program assessments could be introduced to support this or the major research/internship projects could be used to assess learning outcomes.
- We suggest highlighting in promotional materials the available York scholarships for women in STEM/Management fields to encourage their participation.
- Ensure that co-teaching is adequately recognized in faculty members’ workload assignments.

6. Admission requirements

We generally had no concerns, except for the concern previously expressed about GDM graduates entering the MScMP program, perhaps with insufficient background for some of the focus areas. For some focus areas, additional background preparation may be needed beyond that provided in the GDM.

We also suggest that the committee consider specifying how recently the quantitative methods courses need to have been completed if the program desires something other than the default criterion established in Faculty policies.

7. Resources

We consider the greatest challenges for the proposed GDM and MScMP to be in ensuring the programs are adequately resourced. We document below some of the resourcing issues we identified that will need to be given careful consideration to enhance the programs' prospects for success. For ease of reading we have grouped our observations with respect to resources under several headings below.

Financial

A key financial decision is whether revenues will be regulated or deregulated. This will have a significant impact on the overall resources available for the programs. We note that tuition costs will need to be affordable to attract the best students to the programs without cost being a significant barrier. Given the structure of the MScMP, we also note that special funding may be required to cover costs related to internships.

We noted that there may be opportunities in the future to offer some of the courses proposed in a professional development format, as well as within the MScMP and GDM. This offers the potential for an additional revenue stream, although this might compromise the cohort-based experience of students registered in the MScMP and GDM programs.

Faculty Resources

We note the enthusiasm of the faculty members we met for the proposed programs. An important decision going forward will be which existing faculty members will be appointed to the Markham campus. In addition there is a need to hire new faculty, and to ensure there will be a sufficient number of faculty located at Markham campus to have a footprint there. New hiring will need to be targeted to ensure individuals with the necessary data analysis/technical skills are brought on board. To facilitate this data analysis/technical skills could be included among the hiring criteria for future faculty.

In addition to full time faculty there will be a need for contract faculty involvement in the MScMP and GDM. It will be important that new contract faculty also have the necessary data analysis skills. We suggest that new contract instructors be provided with training or partnering opportunities with full-time faculty so the contract instructors can be mentored through their initial exposure to teaching and administrative duties. If contact instructors will be supervising major research projects or internships, we suggest that appropriate policies, frameworks, and templates be developed to support contract instructors in these duties to ensure positive experiences for faculty and students.

As the MScMP is based upon major research projects or internships with a focus on data analysis, the introduction of the program may lead to new teaching and supervision demands that are quite heavy for faculty. We offer are a number of recommendations in this regard:

- Ensure reasonable course releases are provided to faculty members for the number of projects they supervise.

- Offer appropriate training for current faculty who will be instructing with new data and programs. This might include support (i.e., time, money, travel) to access workshops or training in data analysis programs (e.g. SAP, Stata, ERP)
- Offer appropriate training for faculty who have limited supervisory experience. This training would prepare them for supervising MRPs and/or internship projects.

Staffing Resources

To support the administrative aspects of the MScMP and GDM we note the need for an appropriate course release and stipend for the graduate program director. The graduate program director will need to be supported by graduate program assistant(s). Further, given the community-based nature of the programs, appropriate additional staff will be needed to act in outreach and liaison roles with businesses in the community. There will also need to be resources provided for an effective career placement center to serve the MScMP and GDM, as well as other SAS programs to be offered at the Markham campus. In addition, appropriate staffing resources related to these programs in Management will be needed in the Markham library.

Physical/Digital Resources

We note that the Markham campus building seems to be well located, and is close to public transit and other commercially available facilities that will be attractive to students. We also note that flexible event space is identified in the building. This will be important for fostering community engagement. The planned building and library facilities seem very attractive. We note that it will be important to have student study spaces, areas for collaboration, and spaces where MScMP students can work and leave materials (e.g. lockers, locked drawers, study carrels or the equivalent).

The planned library resources seem excellent, with plans in place for a mix of print and digital resources, and facilities for inter campus transfers of resources materials. We encourage faculty involved with the MScMP and GDM to carefully specify in advance the data and software requirements for the programs to ensure these resources are either available in the planned Markham computer labs or through inexpensive licencing agreements by students so they are not expensive additional requirements for students. We also note that it may be beneficial if the library or SAS facilities have Bloomberg terminals available at the Markham location and suggest that the MScMP might need the CRSP/Compustat merged database to facilitate faculty and student research.

Fundraising

The proposed programs will need the support of university and/or faculty advancement staff to fundraise and support the programs' community engagement efforts. As part of this support, comprehensive donor recognition programs (including named scholarships) should be implemented to recognize both monetary and non-monetary contributions by donors and other supporters. Such contributions could include providing personnel to teach, internship placements, providing access to data, offering computer programs for data analysis, etc. Formally recognizing these contributions will support the programs' community engagement efforts.

Stakeholder Relations

We recognize the value in already having corporate partners committed to, and engaged in, the programs. We note that the level of support from these stakeholders is already high as attested to in the letters accompanying the program documents. We concur with observations made during our visit that it makes sense to approve these proposed programs as early as possible so that these important

stakeholder relationships can be further fostered and developed during construction and are ready to go when the programs commence at the Markham campus.

International Students

Demand by international students is expected to be high. The faculty we spoke with expressed a desire that there be no cap on the number of international students able to register in the programs. We agree that access to the proposed programs by international students represents an important opportunity for them to establish themselves with current and relevant Canadian educational credentials. At the same time, however, international students may require additional services to support their successful completion of the program(s). With this in mind, we recommend consideration be given to the need to offer dedicated resources and supports for international students and Internationally Educated Professional if they end up being a significant portion of the student body. The resources and supports needed might include language aids, specialized career placement activities, and training such as offering workshops in cultural “soft skills”.

8. Quality of Student Experience

In general, we anticipate the student experience will be a positive one. The proposed courses are interesting and relevant. We anticipate the common core courses will lead to a strong sense of being part of a cohort among students. The major research paper/internship will provide meaningful research opportunities for students that should result in a strong positive experience in the program.

As noted previously we have some concern that the intensive two week courses will be challenging for students. We note that this proposed format is not one that is used in current SAS programs. The intensive two week courses may also be challenging for faculty assigned to teach them, which may impact student experience.

Several of the proposed course outlines anticipate assigning standard textbooks. Students may consider the cost of textbooks as excessive when used in short or intensive courses. Faculty members may wish to consider alternative resources, including custom published versions of textbooks, for these courses. This would ensure that students are paying for only materials that are covered in the courses, and may enhance the student experience.

9. Other Issues

No additional issues were noted.

10. Summary Observations

We note there is strong, enthusiastic cross-area support for the GDM and MScMP among all the faculty with whom we spoke. The faculty spoke of their long-standing desire to have a distinctive Master’s program in SAS to increase opportunities for faculty members to supervise Master’s level research projects. The proposed MScMP will satisfy this desire.

The proposed MScMP name reflects clearly the unique focus of the program on evidence-informed Management Practice and we support this name. We observe that it is desirable for the MScMP and GDM to be approved well in advance of their planned opening to ensure adequate time for capacity and relationship building to enhance the programs’ chances of success. Additional factors that will need to be in place to support the programs’ success include adequate efforts to brand the new Markham campus and the new programs to be offered there. We observe that the success of the proposed

programs will depend largely on appropriate resolutions of the resourcing issues we have identified in our review.

We appreciate the hospitality extended to us during the course of our appraisal visit and are optimistic regarding the future of the proposed programs.

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Office of the Dean

S900 ROSS BLDG.
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TORONTO ON
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T 416 736 5220
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laps.yorku.ca

June 6, 2018

Lisa Philipps
Interim Vice-President Academic & Provost
VP Academic & Provost
918 Kaneff Tower

Dear Provost Philipps:

Re: Proposal for a Master of Science in Management Practice

I wish to express my full support for the Master of Science in Management Practice (MScMP) and the Graduate Diploma in Management being proposed by the School of Administrative Studies (SAS) at York's Markham campus. The proposed MScMP responds to the societal need for professional programs which can prepare managers to deal with ever increasing volumes of information. It will train managers to assess and evaluate sources of information, to apply latest analytical techniques, and to use evidence to support operational decisions. The program will provide students with a solid conceptual and methodological foundation for research design and data collection. The Diploma will play a significant role in establishing this foundation.

York Region in general and Markham, in particular, are amongst the most vibrant business communities in Canada. It is home to more than 1,500 high tech and life science companies representing sectors with strong needs in information management and analysis. The proposed programs will fit perfectly with the overall environment of the region.

The School of Administrative Studies is extremely well positioned to offer the proposed programs. The current faculty of the School has wide competence in all areas of management, and accordingly, a substantial number of current faculty have expressed interest in teaching in the proposed programs. The programs require an equivalent of 14 Full Course Equivalents per year. Thirty-four colleagues from the School of Administrative Studies and nine faculty colleagues from the School of Public Policy and Administration have already expressed interest in teaching these courses. Of the colleagues listed in the (attached) course offering profile, 50% have supervisory experience; five colleagues have, among them, supervised more than 100 Masters theses/major research papers. As is standard practice, the programs will be supported by an administrative assistant. Additional supports identified in the proposal will be provided centrally at the Markham Centre Campus.

Since 2015, the School has added between three and five new tenure stream faculty members annually. We expect to continue this trend and add a significant number of new tenure stream open-rank appointments to the School as we prepare for the opening of the Markham campus in Fall 2021. The first open rank position for this program was authorized in 2017, and more will follow between 2018 and 2021. The addition of the proposed graduate programs to the School's portfolio, and the connections it has



established with Markham's leading organizations, will ensure that we attract top-notch research-active faculty to the School. As is the established practice in professional schools, it is expected that leading practitioners who have relevant expertise and possess Canadian and international professional designations will also contribute to the programs.

In conclusion, let me say that as Dean I am fully committed to ensure that the proposed programs excel and thrive. The School will offer a large undergraduate program at Markham which is projected to generate significant revenues. Overall, after a short initial period, the Faculty is projected to achieve a healthy surplus of revenues over costs which will be reinvested towards the achievement of academic excellence as per the university's stated mandate.

Sincerely,



Ananya Mukherjee-Reed
Dean

cc: Robert Everett, Assistant Secretary of the University, University Secretariat
Cheryl Underhill, Assistant Secretary of the University, University Secretariat
Michael Zryd, Associate Dean Academic Affairs, Faculty of Graduate Studies

Draft Staffing Plan, Master of Science in Management Practice, Academic Years 2021-2023

Course	Fall 2021	Winter 2022	Fall 2022	Winter 2023	Fall 2023	Winter 2024
Core						
GS/MSMG 6010 3.0 Quantitative Research Methods	Fuminori Toyasaki		Fuminori Toyasaki		Adriano Solis	
GS/MSMG 6020 3.0 Qualitative Research Methods	Kelly Thompson		Kelly Thompson		Kelly Thompson	
Accounting						
GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics	Nelson Waweru		New hire		New hire	
GS/MSMG 6120 3.0 Analytics for Accounting	Gary Spraakman		Cristobal Sanchez-Rodriguez		Gary Spraakman	
GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Audits		Joanne Jones		Joanne Jones		Sandra Iacobelli
GS/MSMG 6160 3.0 Accounting Theory and Conceptual Framework Applied Research		Sung Kwon		Sung Kwon		Liona Lai
GS/MSMG 6170 3.0 Business Intelligence for Performance Management		Marcela Porporato		Marcela Porporato		Gajindra Maharaj
GS/MSMG 6180 3.0 Data Analytics for Public Practice		Sandra Iacobelli		Sandra Iacobelli		Joanne Jones
Marketing						
GS/MSMG 6410 3.0 Marketing Analytics	Manfred Maute		Manfred Maute		Manfred Maute	
GS/MSMG 6450 3.0 Marketing Management and Metrics		Pilar Carbonell		Pilar Carbonell		Alex Rusetski
GS/MSMG 6460 3.0 Consumer Research		Jodie Whelan		Jodie Whelan		Jodie Whelan
GS/MSMG 6470 3.0 Special Topics in Marketing		Andreas Strebinger		Andreas Strebinger		Lee Li
Entrepreneurship and Innovation						
GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship	Jung-Chin Shen		Jung-Chin Shen		Jon Kerr	
GS/MSMG 6220 1.5 Design Thinking	You-Ta Chuang		New hire		New hire	
GS/MSMG 6250 3.0 Managing Innovation		You-Ta Chuang		You-Ta Chuang		You-Ta Chuang
GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas		Jon Kerr		Jon Kerr		Jung-Chin Shen
Management in Professional Contexts						
GS/MSMG 6310 3.0 Analytical Thinking for Managers	Sabrina Deutsch Salamon		Sabrina Deutsch Salamon		Peter Tsisis	
GS/MSMG 6350 3.0 Organizing and Change in Professional Contexts – Part 1		Peter Tsisis		Peter Tsisis		Sabrina Deutsch Salamon
GS/MSMG 6360 3.0 Organizing and Change in Professional Contexts – Part 2		Kelly Thompson		Kelly Thompson		Kelly Thompson
Supply Chain Management						
GS/MSMG 6510 3.0 Analytics for Supply Chain Management	Peggy Ng		Peggy Ng		Fuminori Toyasaki	
GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management		Adriano Solis		Adriano Solis		Rongbing Huang
GS/MSMG 6560 3.0 Supply Chain Risk Management		Mustafa Karakul		Mustafa Karakul		Hassan Quadrat-Ullah
GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains		Hassan Quadrat-Ullah		New hire		New hire

Draft Staffing Plan, Graduate Diploma in Management, Academic Years 2021-2023

Course	Fall 2021	Winter 2022	Fall 2022	Winter 2023	Fall 2023	Winter 2024
GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management	Jon Kerr		Jon Kerr		Jung-Chin Shen	
GS/DMGM 5020 1.5 Cr. Principles of Marketing Management	Alex Rusetski		Alex Rusetski		Alex Rusetski	
GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management	Henry Bartel		Henry Bartel		Henry Bartel	
GS/DMGM 5040 1.5 Cr. Financial and Management Accounting	Liona Lai		Liona Lai		Songlan Peng	
GS/DMGM 5050 1.5 Cr. Management Information Systems	Cristobal Sanchez-Rodriguez		Cristobal Sanchez-Rodriguez		Cristobal Sanchez-Rodriguez	
GS/DMGM 5060 1.5 Cr. Introduction to Financial Management	Dale Domian		Dale Domian		Dale Domian	
GS/DMGM 5070 1.5 Cr. Organizational Behavior	Len Karakowsky		Len Karakowsky		Len Karakowsky	
GS/DMGM 5080 1.5 Cr. Law and Corporate Governance	Richard Leblanc		Richard Leblanc		Richard Leblanc	
GS/DMGM 5090 3 Cr. Experiencing Management		Mark Schwartz		Mark Schwartz		Mark Schwartz
GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management	Daniel Cohn		Daniel Cohn		Daniel Cohn	
GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics	Nergis Canefe		Nergis Canefe		Nergis Canefe	



Memorandum

To: Profs. A. Rusetski & M. Porporato
CC: Profs. Michael Zryd, FGS; Kim Michasiw, Senate ASCP; Alice Pitt, YUQAP; Dezsö Horvath, Schulich
From: Markus Biehl, AD Academic
Date: May 15, 2018
Subject: SAS Proposals for a Diploma in Management and an MS in Management Practice

Markus Biehl

Digitally signed by Markus Biehl
DN: cn=Markus Biehl, o=Markus Biehl,
ou=Schulich School of Business,
email=markus.biehl@schulich.yorku.ca
Date: 2018.05.15 11:38:50 -0400

OFFICE OF THE DEAN

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On behalf of the Dean of the Schulich School of Business, I am pleased to support the two above-mentioned program proposals put forth by our colleagues in the School of Administrative Studies.

While the programs, when combined with one another, overlap with some of Schulich's programs, they are sufficiently different from both our 1-year programs and our suite of MBA programs. We have also been assured that the proposed programs will be offered only at York's new Markham campus. As a result, we are of the opinion that the programs will compete only minimally with existing management programs at York.

We thank our colleagues at SAS, FGS, the Vice Provost's Office and beyond for the exemplary cooperation in the process of preparing and approving these proposals.



Office of the Vice-President Academic and Provost



Memorandum

To: Thomas Loebel, Chair, APPRC
Kim Michasiw, Chair, ASCP

From: Lisa Philipps, Interim Vice-President Academic & Provost

Date: June 7, 2018

Subject: Master of Science in Management Practice (MScMP) and the
Graduate Diploma in Management (GDM)

I have reviewed the proposal from Liberal Arts & Professional Studies to establish a Master of Science in Management Practice (MScMP) and a Graduate Diploma in Management (GDM) in the School of Administrative Studies. I have also reviewed the external reviewers' report and the proponents' response to it.

Consistent with York's objective to provide high quality programs that respond to student interests and prepare graduates for success in their careers, this is an applied research professional program that will be offered at Markham Centre Campus with experiential opportunities provided by well-established local business/industry partners. The program distinguishes itself from both research masters and programs that emphasize the development of general management skills with a clearly articulated purpose "to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making." Offered both on a full-time and part-time basis, the program's flexible schedule and the inclusion of a graduate diploma that ladders to the Masters make it attractive both to recent graduates who are interested in developing skills and knowledge that are increasingly in demand as well as working professionals wishing to acquire the skills and knowledge "needed to run an organization in the age of big data."

The review report is positive in terms of the program's purpose, design and distinctiveness as well as its clarity in terms of its target audience. The program has made revisions in response to suggestions and requests for clarification from both the external reviewers and feedback from Faculty of Graduate Studies Academic Planning and Policy Committee.

Dean Mukherjee-Reed has expressed her full support for the new program and has both identified existing faculty resources to teach in the program and committed to on-going additional hires for the School in general and in preparation for the new campus.

Office of the Vice-President Academic and Provost

Planning for the Markham Centre Campus is well underway. The proposed new program will benefit from institutional supports provided to enhance experiential education opportunities for students at York. The Markham Centre Campus will be served by what we are calling a “Sector Cluster Network Model” designed to develop and strengthen relationships among the university, municipal and regional economic development agencies and community health services offices. The proposed program has identified key industry and business partners as is evident in the letters of support. The university’s “Network Model” will provide the proposed program with operational support for the partnerships.

The proposal also identifies supports that will be key to ensuring the success of the program. The resource needs identified in the proposal have been built into the planning for the campus. Admissions, advising and career services for both domestic and international services will be provided at Markham through our central offices with a ‘made for Markham’ stamp. The proposal also identifies need for writing support for students, in particular international students. The campus will provide academic support services, including and not limited to support for the development of writing at graduate and undergraduate levels.

The York University English Language Institute (YUELI) offers a range of intensive programs for international students to improve their English proficiency prior to starting degree programs. These are centralized at the Keele campus but would be available to students planning to enroll at the Markham campus. The University is currently reviewing the ongoing English language supports offered to degree students, and is committed to ensuring that Markham students have access to the same quality of academic supports as those at other campuses.

I am pleased to record my support for the proposal.

cc Dean A. Mukherjee-Reed

VPA A. Pitt





Doug Lindeblom
Director of Economic Strategy

August 9, 2017

Professor Adriano O. Solis
Director, School of Administrative Studies
York University
4700 Keele St.
Toronto, Ontario M3J 1P3

Re: Proposed Master of Science in Management and Graduate Diploma in Management programs

Dear Professor Solis:

On behalf of the Regional Municipality of York (York Region), I wish to convey our continuing strong support for the Master of Science in Management (MScM) degree program that your School proposes to launch in September 2021 at York University's planned new campus in the city of Markham. As well, we support your proposed Graduate Diploma in Business (GDM) program, which you are developing as a pathway into the MScM program for holders of non-business undergraduate degrees.

Being Canada's fastest growing large municipality and the second largest business hub in Ontario, York Region is home to 1.2 million people and hosts close to 51,000 business firms. With more than 4,300 of these firms operating in the information and communications technology (ICT) sector, ranging from startups to some of the largest global companies, the need for appropriately trained and qualified workforce in the region is high and access to quality post-secondary education is an important priority. Accordingly, York Region Council has supported York University's plans for a new campus in Markham from the very early stages.

Business programs are expected to be an important part of the new campus operations and having a well thought-out set of undergraduate and graduate degrees is crucial for the new campus success. In our letter dated August 26, 2016, we had expressed our support for the development by the School of Administrative Studies of a graduate business program at the York Markham Centre Campus. We are quite satisfied with the way that the proposed MScM program has taken shape, particularly with its focus areas in Entrepreneurship & Innovation and Supply Chain Management which we believe to be highly relevant for York Region.

The combination of the master's degree and the graduate diploma provides opportunities and options for a large number of potential students. For instance, the many small and large ICT firms in York Region employ graduates of engineering, computer science, mathematics, and other undergraduate science programs. These employees can benefit from taking a condensed Graduate Diploma in Management to build on their scientific backgrounds and evolve into effective managers. Moreover, a significant proportion of firms in York Region would require well-qualified managers who are comfortable with operating with large volumes of data (in marketing, supply chain management,

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www.york.ca • www.investinyork.ca

accounting, or other areas of management) to support their decisions. The Master of Science in Management program is well positioned to train these managers. We have every reason to believe that graduates of the MScM program will have significantly better opportunities to obtain meaningful jobs and to contribute to the growth of York Region's business firms.

We have collaborated with the School of Administrative Studies from the early stages of program development, and we are happy to continue supporting the School by providing advice on further curriculum development. This will help ensure that the MScM program covers relevant topics and utilizes suitable pedagogical approaches.

We understand that connections to the local business community are crucial to the success of professional programs that rely on internships and interactions with companies. At the same time, we are well aware of the local businesses' desire to collaborate with academic institutions in the development of innovative and relevant programs. Therefore, we plan to support both new programs in identifying opportunities for collaboration with business and industry – for example, in administering a potential co-op option of the proposed major research paper for the MScM.

In summary, we believe that the proposed programs are well positioned to address the need of local businesses in gaining access to qualified employees and at the same time carry a promise of high quality, career-enhancing education to the growing population of York Region. Together, the proposed programs provide the students with a choice of relevant and meaningful career paths, whether they want an introduction to management offered by the GDM or a more advanced skill set available through the MScM. We strongly support the intention of York University to launch the Master of Science in Management and Graduate Diploma in Management programs at the Markham Centre Campus in Fall 2021, and look forward to our continuing collaboration in the delivery of these programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'DL', with a horizontal line extending to the right.

Doug Lindeblom
Director, Economic Strategy



3600 Steeles Avenue East
Markham, Ontario,
L3R 9Z7

August 21st, 2017

Dr. Adriano O. Solis
York University
School of Administrative Studies
4700 Keele St.
Toronto, Ontario
M3J 1P3

RE: Support for 'Master of Science in Management' (MScM) program

This letter is to convey IBM Canada's enthusiastic support of York University's development of the Master of Science in Management program.

The Master of Science in Management (MScM) is a graduate program designed to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making. IBM wants to acknowledge the university's leadership team for recognizing the need to better understand big data for intelligent decision making whether it be in applied research or business enterprises. IBM also fundamentally believes the need for academia to merge data sciences with business skills in-order for graduates to meet industry needs of the future and prepare students for an emerging job market.

At IBM, we are facing a talent gap associated with skills that merge data science and business and we believe the MScM program will provide skill sets that will be highly attractive and in demand by businesses like IBM and industries at large.

It is our intent to support the MScM program at York University in the following ways.

- Collaborate with York University in further development/improvement of the curriculum to ensure that relevant topics are covered and appropriate pedagogical approaches are employed;
- Support the experiential learning objectives of the program, including the possibility of providing internship opportunities on a selective basis to students;
- Based on availability, solicit qualified IBM personnel to deliver guest lectures, teach/co-teach certain courses or supervise/co-supervise students' major research projects;
- Where applicable and based on availability, provide work space/facilities/equipment/software/data for certain program courses, research projects, or experiential learning activities.

In summary, IBM strongly supports York University's development of the Master of Science in Management program because of its strong alignment to IBM's interests and priorities.

We look forward to actively supporting York University on this initiative.

Sincerely,

Sanjeev Gill
National Industry Executive for Research
IBM Canada Ltd.

cc. Kerri Moreno, IBM Canada Ltd.
Dennis Buttera, IBM Canada Ltd.



Human Resources

August 11, 2017

Adriano Solis
Director, School of Administrative Studies
York University

Dear Adriano

I am writing to express our support of the Master of Science Management (MSCM) program that is being developed by the School of Administrative Studies for York University's new Markham Centre Campus. In addition, we see the value of introducing the Graduate Diploma in Management which is aligned and a path to the MScM program.

We believe that the the design of the MSCM program and in particular the Applied Marketing Research stream is very relevant and applicable to many businesses in the Canadian market, including Nielsen Canada. We have had an opportunity to review and provide suggestions to the curriculum to influence and enhance its relevancy and look forward to continued collaboration with York.

We are planning for continued involvement with York and do believe that we will be in a position to not only influence the content, but, to build on the learning through our support of the experiential learning objectives. As the program content evolves we plan to partner in the classroom through guest lectures, facilitation of relevant sections of the program and to coach students through applied research projects.

We support and endorse this program as it will strengthen evidence-based decision making skills and will develop future leaders.

A handwritten signature in cursive script that reads "Carolyn Parkinson".

Carolyn Parkinson
VP, Human Resources

The Nielsen Company
160 McNabb Street
Markham, Ontario, L3R 4B8 Canada
tel 905 475 3344 fax 905 475 3462
www.nielsen.com

Professor Adriano O. Solis
Director, School of Administrative Studies
York University
4700 Keele St.
Toronto, Ontario M3J 1P3, Canada

August 19, 2017

Dear Adriano:

I write this letter in reference to your School's proposal for a Master of Science in Management (MScM) degree program that the School of Administrative Studies (SAS) plans to offer at York University's new Markham Centre Campus starting in September 2021.

In the Dipartimento di Ingegneria Meccanica, Energetica e Gestionale (Department of Mechanical, Energy, and Management Engineering - DIMEG) of the University of Calabria (Unical), we offer degree programs in Management Engineering at three levels – Laurea (three-year undergraduate degree), Laurea Magistrale (master's degree), and Dottorato di Ricerca (PhD).

As Vice-Director of the DIMEG and head of the Management Engineering programs, I wish to express interest in your proposed MScM degree program, particularly in the focus area of Supply Chain Management, which is one of the major fields of interest for students in our Management Engineering degree programs.

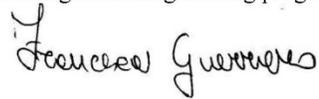
Your MScM program proposal places emphasis on the use of data analytics to inform evidence-based decision-making. DIMEG would be willing to collaborate with SAS by hosting some students in the Supply Chain Management focus area here at Unical when they are ready to undertake applied research towards the major research paper requirement of the MScM. In like manner, we will continue to send some of our Laurea Magistrale in Ingegneria Gestionale (LMIG) students for their thesis research with SAS professors. I note in this connection that, since 2012, you have hosted a total of nine LMIG students in conducting their thesis research at SAS, which my colleagues and I truly appreciate.

Eventually, we would be interested in exploring with you the possibility of a joint offering by York University and Unical of an MScM+LMIG dual degree graduate program.

I look forward to a continuing, ongoing collaboration between SAS and DIMEG in light of the proposed MScM program.

Sincerely yours,

Francesca Guerriero, PhD
Vice-Director of the DIMEG
Head of the Management Engineering programs

A handwritten signature in black ink that reads "Francesca Guerriero". The signature is written in a cursive style with a large initial 'F'.



Canadian Imperial Bank of Commerce

21 Melinda Street
Commerce Court East 12th Floor
Toronto ON M5L 1A2

August 17, 2017

Dr. Adriano O. Solis
York University
School of Administrative Studies
4700 Keele Street
Toronto On M3J 1P3

I have a great pleasure to read through the comprehensive proposal of the **Master of Science in Management** program by the School of Administrative Studies. The proposed program is focused on building/strengthening hands-on statistical data analysis ability as well as business knowledge for qualified candidates. It represents a rigorously balanced source for students to better fit the job industry, which has ever-growing demand on applicants with a good combination of soft skills, hard skills and cross-disciplinary skills. In my opinion, the proposed program will definitely provide a more accessible pathway to connect the academic world to the job industry for its graduates.

As a Risk Management professional, my day to day job is to build credit risk models for risk monitoring, ensure satisfactory model performance thorough back-testing and communicate model concepts to our front line users. Occasionally, I cooperate with internal or external auditors to safeguard the integrity and soundness of the whole process. Due to this nature, an adequate model needs to be statistically sound, matches the accounting rules, be reasonable from the finance point of view, and be marketable and manageable with reasonable effort. As such, a joint knowledge and solid understanding of all relevant disciplines is a must to achieve a better performance. Based on my experience, I foresee Risk Management is a career direction welcomes future graduates from the proposed program. I will be more than happy to recommend qualified candidates to my colleagues in the financial industry in the future.

The proposed program will provide a platform for consolidation of knowledge and skills. I firmly believe it will mutually benefit the job industry and candidates possess such qualification. I strongly support the further development and implementation of the **Master of Science in Management** program. I will continue to provide insights and advice on further development/improvement of the MScM program whenever needed.

Sincerely,

A handwritten signature in cursive script that reads "fang chang".

Fang Chang, Ph.D
Director, Model Quantification
Enterprise Risk Management



August 22, 2017

Professor Adriano O. Solis
Director, School of Administrative Studies
York University
4700 Keele St.
Toronto, Ontario M3J 1P3

Dear Adriano:

In September 2016, Mr. Terry Volpel who was at that time President & CEO of ISM—Canada, the Canadian affiliate of the Institute for Supply Management™ (ISM), expressed support for your intent to develop a proposal for a Master of Science in Management (MScM) program. In his letter, Terry had noted that the MScM would “focus on methods for analysis and evidence-based decision making – which are very useful to a specialization in supply chain management (SCM)”, adding that various SCM concerns (e.g., demand forecasting, demand planning and management, design and operation of manufacturing/service and distribution networks, warehousing and inventory control) require proficiency in data science and analytics.

I have had the opportunity to review the MScM program proposal in its current state, particularly the focus area in supply chain management (SCM) and the relevant course offerings. In my opinion, with the significant attention placed on analytics and evidence-based decision making, the MScM program and its SCM focus area will be relevant and responsive to supply management professionals’ requirements in the years to come.

I wish to reiterate that ISM, which has a membership base that includes more than 50,000 supply management professionals worldwide, exists to enhance the value and performance of procurement and supply chain management practitioners and their organizations all over the world. As President & CEO of ISM—Canada, I am willing to collaborate with, and provide guidance to, the School of Administrative Studies in the further development and improvement of the MScM program and its SCM focus area, to ensure that relevant topics are covered and appropriate approaches are employed in program delivery.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Larry J. Foley', is written over the 'Sincerely yours,' text.

Larry J. Foley, C.P.M. CSCMP CPIM CIM P.Mgr
President & CEO
ISM—Canada

Appendix G: Not copied for Senate but available upon request.

YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies

Faculty of Graduate Studies

Proposal for a Graduate Diploma in Management

Designed as a complement (first step or pre-requisite) to
the Master of Science in Management Practice

May 2018

Intended start date: Fall 2021 (Markham Campus opening)

Location: Markham campus

Members of Senate: Please refer to the External Reviewers' report included in the supporting documentation for the MScMP proposal, Item #7a on the Senate agenda.

Committee members: Alex Rusetski (Chair), Pilar Carbonell, You-Ta Chuang, Joanne Jones, Jonathan Kerr, Marcela Porporato, Hassan Qudrat-Ullah, Adriano Solis, Gary Spraakman, Nabil Tahani, Kelly Thomson and Fuminori Toyasaki.

The committee members thank colleagues, staff and students from the School of Administrative Studies, the School of Public Policy and Administration, and the Faculty of LA&PS who have collaborated on and supported the development of this proposal. Thanks also to the members of York University community and external partners who have provided invaluable input throughout all the stages of this proposal.

1. Introduction

1.1 Brief Statement of the Graduate Diploma Program

The Graduate Diploma in Management (GDM) is a stand-alone, direct-entry graduate program (Type 3) designed to provide recent graduates from non-business programs a summary introduction to topics in management with the aim of improving their employability. The program offers a choice of courses to prepare students to work either in commercial businesses or in not-for-profit and public organizations.

The program is developed by the School of Administrative Studies (SAS) with the participation of the School of Public Policy & Administration (SPPA) for York University's new Markham Campus. The program is designed to cover two needs as identified by partner organizations such as IBM, Nielsen, York Region, and others: 1) introduce graduates from various disciplines to management education, and 2) serve as a pre-requisite to the Master of Science in Management Practice to be offered also at York campus in Markham.

The Graduate Diploma in Management (GDM) will provide a flexible offering, including blended and weekday evening/weekend courses to better target young and seasoned professionals who desire to obtain a short graduate degree in management while continuing to work or as a stepping point for another graduate program. The program is designed to allow completion within two terms. At the launch, the program will be offered with one admission point in the Fall with the goal to ultimately being able to offer it year-long with two admission points.

1.2 Field of Study

This is a professional graduate diploma. There will not be sub-fields as it will be focused on General Management.

1.3 Method Used to Develop the Program

The GDM was conceived of as a sub-module of the Master of Science in Management Practice (MScMP) program which currently is being developed by a committee of members of the School of Administrative Studies working closely with the Markham Planning group of the School and Faculty of Liberal Arts and Professional Studies. The committee obtained input from all relevant discipline areas within SAS as well as from prospective students and potential employers listed in the Notice of Intent submitted and approved in September 2016. The development and preparation of the proposal continue with a strong involvement of external stakeholders – the executives of large companies with a strong presence in Markham and York Region and senior administrators of York Region responsible for business development. Clear from the consultation emerges the fact that companies are demanding a primer on management education that can be offered to all sorts of non-business graduates. The proposed short program is designed to provide graduates with an introduction to topics that enable them to learn faster once working in an organization. At the initial proposal stage, the Notice of Intent, the following letters of support were received:

- Dino Basso, Commissioner for Corporate Services, Regional Municipality of York
- Sanjeev Gill, National Industry Executive for Research, IBM Canada
- Carolyn Parkinson, Vice President Human Resources, Nielsen Canada
- Stephen Kouri, Vice-President, Sales & Trade Marketing, Smucker Foods of Canada
- Ray Kong, Executive Vice President, Loyalty, Ipsos Canada
- Fang Chang, Ph.D., Director Model Quantification, CIBC
- Terry Volpel, President and CEO of ISM-Canada, the Canadian affiliate of the Institute for Supply Management

At the very beginning, the MScMP had a set of modules intended to bridge the knowledge required to advance through the Master's degree by graduates from other disciplines. While the MScMP evolved into a more applied research program, it became clear that the set of modules designed to provide the basic knowledge of business management to non-business graduates cannot be an integral part of the Master's degree given the different focus and purpose. As a result, a set of modules designed to provide an introduction to the different areas or sub-fields of management were grouped within the GDM.

Consultations with other units and faculties (Faculty of Science, Faculty of Education) revealed the need to expand the focus of the proposed diploma to include not only business management but also aspects of management specific to public and not-for-profit organizations. At that stage, the School of Public Policy & Administration was invited and agreed to provide elective modules to cover public sector management.

While the MScMP will have a separate proposal, it will require applicants to have a business degree or a graduate diploma in a business-related discipline. None of the programs currently offered at York include a graduate diploma in business or management, therefore the current proposal is being developed.

1.4 Faculty and Unit

The GDM will be anchored at the School of Administrative Studies with two modules provided by the School of Public Policy & Administration. Both schools are parts of the Faculty of Liberal Arts and Professional Studies.

2. General Objectives of the Program

2.1 Brief Overview

The proposed Graduate Diploma in Management program has been conceived as a for-credit pathway for non-business graduates interested in applying to the Master of Science in Management Practice program. The proposed GDM program will provide students with a primer on the field of management to improve their ability to internalize and apply more specialized skills taught in the master's program.

At the same time, the GDM program can be taken as a standalone degree to enhance student's employability in their respective fields of expertise. The topics covered in the GDM will enhance students' employability in almost all types of organization (non-profit, government, for profit, start-ups) in almost all industries (agriculture, manufacturing, and services).

The program is designed for students who have graduated from a 3- or 4-years university program in any field other than business, management, commerce or closely related field as determined by the admission's committee or program director.

2.2 Alignment with University and Faculty Missions and Academic Plans

The proposed GDM program responds to the University's 2014-17 Strategic Mandate Agreement (SMA) that identifies business as a program area of strength (pp. 4, 13) and Business/Management/ Administration as a program area of growth (p. 13). The SMA also indicates York's ability to offer "*a wide range of professionally relevant programs that prepare students for the workforce, including bridging programs for internationally educated professionals; transition programs to facilitate access for students from diverse backgrounds; and executive education/professional development courses*" as an area of institutional strength (p. 4). The SMA also specifies that "*requests for future program approvals during the course of this Agreement may include not only areas of growth but areas of strength as well*" so the proposed management-focused graduate program aligns with the mandate well. Similarly, the Strategic Plan for the Faculty of LA&PS for 2010-2020 calls for "*the development of degree diversity within programs, with greater emphasis on the Minor, Specialized*

Honours and Joint Double Majors to supplement the existing Major and Honours degrees". The proposed Graduate Diploma responds to these priorities by providing current graduate students with the opportunity to enhance their degree by adding a management component to it and also works as a bridge for professionals without business degrees who would like to enroll into the Master of Science in Management Practice program which is also being proposed by the SAS.

Experiential learning approach which is a significant part of the proposed program is listed as an area of strength in the SMA as well (p. 7). Similarly, the University 2015-2020 Academic Plan (UPA) calls for incorporation *"to the extent possible an experiential component in every program including activities such as ... local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc."* The reliance of the proposed program on experiential component in its capstone course answers to this call.

The proposed diploma can also be taken by graduate students pursuing Master's degrees at other schools and faculties. This responds to the item 2.4 of the University Academic Plan for 2015-2020 which calls for *"enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate "finishing year", as well as professional and course-based Masters programs"*.

Finally, business/management is one of priority fields to be offered at York's new Markham location. The proposed program will not only provide growth mandated in the SMA but also demonstrate the University's commitment to offering a high quality, multi-tiered management program at Markham.

3. Need and Demand

3.1 Similar Programs Offered at York and/or by other Ontario Universities

The proposed program does not immediately overlap with other existing Graduate Diploma programs on Keele campus and will be unique to Markham campus. The GDM in itself will be an excellent complement to other graduate programs to be offered at Markham campus (e.g., master's programs offered by the Faculty of Arts, Media, Performance & Design and Lassonde School of Engineering). The program we are proposing will be designed to address the untapped demand in management graduate education at York University and in the York Region.

In terms of similarities, the following academic for-credit programs currently offered at York's Keele campus have been identified, but none of them represents a direct overlap with the proposed GDM:

- Advanced Management Graduate Diploma offered by the Schulich School of Business (SSB): targets candidates with an MBA degree. The program description states *"Open to those who hold an MBA degree from a recognized business school, the Certificate re-immerses the MBA graduate into the mainstream of the Year 2 of the Schulich MBA program."* The proposed program targets specifically candidates without prior graduate business education and thus is intended for completely different student body.
- Financial Engineering Graduate Diploma (SSB): offers a very specific focus on a single aspect of a single area in management. The proposed program provides a structured overview of the whole management field, including the area of Financial Management, as well as 9 other areas.
- Graduate Diplomas in Intermediate Accounting and in Advance Accounting (SSB): the two diploma programs are offered as exit points in highly specialized Master of Accounting program and focus strictly on the Accounting field of Management. The proposed program provides a structured overview of the whole management field, including the area of Accounting Management, as well as 9 other areas.

- Business & Sustainability Graduate Diploma (SSB jointly with the Faculty of Environmental Studies) is offered strictly to York students in conjunction with either the MBA or Master in Environmental Studies. The proposed program is opened for all candidates interested in management both for-profit and, uniquely, in public sector.
- Master of Management (MMGT, offered by the SSB): open to non-business degree holders with or without work experience which is the main similarity with the GDM. However, the Master of Management is a one-year full-time degree program requiring 10 courses (30 Cr.) that culminate with an Enterprise Consulting Project, while the proposed GDM is shorter (15 Cr.), can be completed on a full-time or part-time basis, is organized around eight consecutive modules and one capstone course in the following term. The GDM can be a valuable complement for another master's degree while it can be difficult for a graduate student to take the MMGT concurrently with their main degree.
- Master of Business Administration, International Master of Business Administration, Executive Master of Business Administration and other masters offered by Schulich School of Business at York University's Keele Campus, the Miles S. Nadal Management Centre in downtown Toronto, and in Hyderabad, India: all these programs require work experience and require at least one full year to complete.

Apart from being different in terms of content, expected learning outcomes, and/or targeted population, all of the above listed programs are only available at York's Keele campus. The proposed program will be housed at the Markham Centre Campus expanding the range of graduate and undergraduate programs offered there and allowing candidates who have no prior business education to prepare for the Master of Science in Management Practice (MScMP) also planned for Markham.

In Ontario, only Colleges offer graduate diplomas in management. Seneca offers one-year Graduate Certificates focusing on very specific fields within management (brand management, financial planning, etc.); Conestoga College offers a one-year Post Graduate program in Global Business Management; and among others, Mohawk College has an International Business Management program of one year or less. Unlike these programs, the proposed graduate diploma aims at providing students with overall, "big picture" understanding of the field of management. Up to date, there seems to be no similar program to the proposed GDM offered by a university in Ontario for full academic credits (please note that there are some offers with the similar title coming from continuous education or adult learning centers, some of them housed in universities). Table 1 provides further details on management-related graduate diplomas in Ontario.

The program has been designed from the ground up in consultation with external stakeholders. It started with the program's expected learning outcomes to match as close as possible the array of critical skills identified by potential employers. Unlike many apparently similar programs, we have designed modules, not courses, to introduce the diverse terms, concepts and tools used in organizations with an extensive reliance on experiential education in all possible forms. Although some topics are common to all management programs, the way in which those topics are presented to and experienced by the students in the proposed GDM differ to some extent from what is currently available in Ontario; this is the culmination of extensive talks with recruiters and managers of a number of organizations.

Table 1: Environment Scan for Graduate Diploma in Management

Program name	Institution	Courses	Degree requirements for admission	Tuition fee (full program)	Semesters	How the GDM is different
Graduate Diploma in Professional Communication and Management	Western University	7 courses (21 Cr) including: Organizational behavior, fundamentals of managerial finance, fundamentals of marketing management, project management, and leadership in organizations.	Open to candidates with a degree and 70% average in the last 2 years of undergraduate studies	Domestic \$12,000 and International \$24,000	2 terms	In the GDM, more emphasis is placed in covering all functional areas of management, both in private and public sectors.
Queen's Graduate Diploma in Business	Queen's University	8 courses in one term (no credits detailed) including: leading with integrity, financial accounting, finance fundamentals, business & corporate strategy, Economics & Industry analysis, marketing fundamentals, and Operations & Supply chain management.	Recent university graduates with a degree in a non-business discipline. Intended as a pathway into the MBA.	Domestic \$30,770 and International \$46,415	1 term (4 months in summer). Starts in May and concludes in August.	The GDM provides a wider scope of coverage of functional areas. Public management option available.
Graduate Diploma in Engineering Management	University of Ontario Institute of Technology	4 courses (12 Cr) including: foundation of business, foundations of engineering management and project management for engineers.	open to candidates with an engineering degree and average of 73% to 76% in the last 2 years of undergraduate courses	Domestic \$4,825.68 plus ancillary fees of \$1,734.68	2 terms	The GDM is designed for all sorts of students, not only engineers. The program is well suited for liberal arts graduates that want to have some experience and knowledge in managing in a private or government environment

Program name	Institution	Courses	Degree requirements for admission	Tuition fee (full program)	Semesters	How the GDM is different
Business Management	Lambton College	18 courses plus optional co-op placement. Courses include: human resources management, marketing essentials, accounting concepts I, computer applications for business, principles of economics, business law, financial analysis and budgeting, organizational behaviour,	A college diploma or university degree	Domestic \$8,522.32 including Co-Op fees.	2 years	The GDM is designed to provide students the 'larger picture' of managing in the private and public sector. Fast paced and focused on presenting concepts and immediately applying them in cases. Public sector management option available.
International Business Management Graduate Certificate	Algonquin College	12 courses including: global business, international research, corporate social responsibility and business ethics, international finance, international trade law, international supply chain management, international marketing and international business management.	Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.	Domestic \$8,106.32 International \$16,100.66	1 year	In the GDM, the breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to also be larger. Public sector management option available.
Marketing Management Graduate Certificate	Algonquin College	12 courses including: foundations in marketing, consumer behavior, brand management, market research, services marketing and marketing plan, strategy and consulting.	Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.	Domestic \$7,666.20 International \$15,660.54	1 year (starting in January only)	This Certificate is focused on marketing, while the GDM covers several functional areas besides marketing. The breath of coverage is significantly larger in the GDM. Public sector management option available.

Program name	Institution	Courses	Degree requirements for admission	Tuition fee (full program)	Semesters	How the GDM is different
Marketing Research and Business Intelligence Graduate Certificate	Algonquin College	14 courses including: fundamentals of marketing research, questionnaire design, online marketing research, marketing research design, data analysis for quantitative research and competitive business intelligence for researchers.	Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.	Domestic \$6,932.4 International \$14,926.74	1 year	The Certificate is focused on marketing research, while the GDM covers multiple functional areas. The breath of coverage is significantly larger in the DGM. Public sector management option available.
Graduate Certificate in International Business Management	Durham College	12 courses including: global business environment, international trade finance, global supply chain management, international marketing, international trade management and legal aspects of international trade.	Two-year college diploma in business or management or university degree.	Domestic \$4,740 International \$14,763	2 terms (1 year)	This Certificate is designed to provide students with an introduction to international business. The breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to be larger in the DGM.
Post Graduate program in Global Business Management	Conestoga College	14 courses including: financial and managerial accounting, human resources management, global markets and strategies, global supply chain management, global trade law and innovation and entrepreneurship.	Two-year or three-year college diploma or university degree. Language test for international applicants.	Domestic \$7,445.30 International \$14,834.30	one year	This program is designed to provide students with an introduction to international business. The breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to be also larger in the DGM.

3.2 Need and Demand

Evidence of Student Demand

Our consultations with management professionals and alumni suggest that there is often a lack of candidates who possess the knowledge of their professional fields but at the same time have an understanding of how organizations function. The length (15 Cr.), flexible course offerings, and convenient location will allow the GDM to satisfy the demand untapped by other programs and occupy a unique niche in this market.

Many large companies have their Canadian headquarters or principal operating locations in Markham - e.g., IBM Canada, AMD, Huawei Technologies Canada, Johnson & Johnson, Johnson Controls Canada, The Nielsen Company, Qualcomm, Smucker Foods of Canada, Toshiba of Canada, among others. Employees of these and other companies operating in Markham and York Region, as well as the nearby Durham Region, represent a significant market for the GDM program offered out of York's Markham campus.

Additionally, the proposed GDM will capitalize on York's and the School of Administrative Studies' (SAS) established presence and reputation abroad and attract international applicants.

Based on the above, the proposed program will draw from four major groups of potential students:

- 1) Recent graduates with non-business degrees seeking additional skills to improve their employability;
- 2) Working professionals seeking to obtain business credentials to advance their careers;
- 3) Candidates for the MScMP program who do not meet direct entry requirements of the program;
- 4) Current students pursuing graduate programs with non-business specializations seeking to expand their skill sets to improve employability.

Evidence of Societal Need

Traditionally, MBA programs are the ones focusing on preparing professionals for transitioning to management positions. Recently, MBA programs suffered a decline in demand. Possible reasons for that are a) high cost; b) the requirement for work experience making it difficult for recent graduates to enroll, and c) a substantial time commitment required. This creates a lack of options for recent graduates from non-business programs, or professionals looking into advancing to managerial positions, who only need to learn basics of management without leaving their jobs and spending substantial resources. Without having some prior academic preparation in management and experiential and immersive learning, many new job entrants or professionals within organizations are likely to end up in positions of narrow scope with limited opportunities for advancement to managerial positions or personal growth. The proposed GDM program will give its graduates a clear edge to advance their careers once inside an organization. The proposed diploma will be also an important first step for non-business professionals seeking more advanced, specific business education like the Master of Science in Management Practice proposed by SAS for Markham Centre Campus.

York's new campus will be located in Markham, part of York Region. The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York states "The Province recently announced revised population and employment targets for York Region to 2041. The new employment target is 900,000 jobs by 2041. The Province continues to recognize York Region as a significant area for population and employment growth in the Province." (page 5). Currently, York Region is Canada's fastest-growing large municipality and is the home of more than 49,000 businesses. The region is Ontario's second-largest business centre, following the City of Toronto and ahead of Peel Region and Ottawa (Economic Development Action Plan 2016 to 2019 of the Region Municipality of York, page 6). The graphs from the same report (Figure 1) illustrate the demographics of the region.

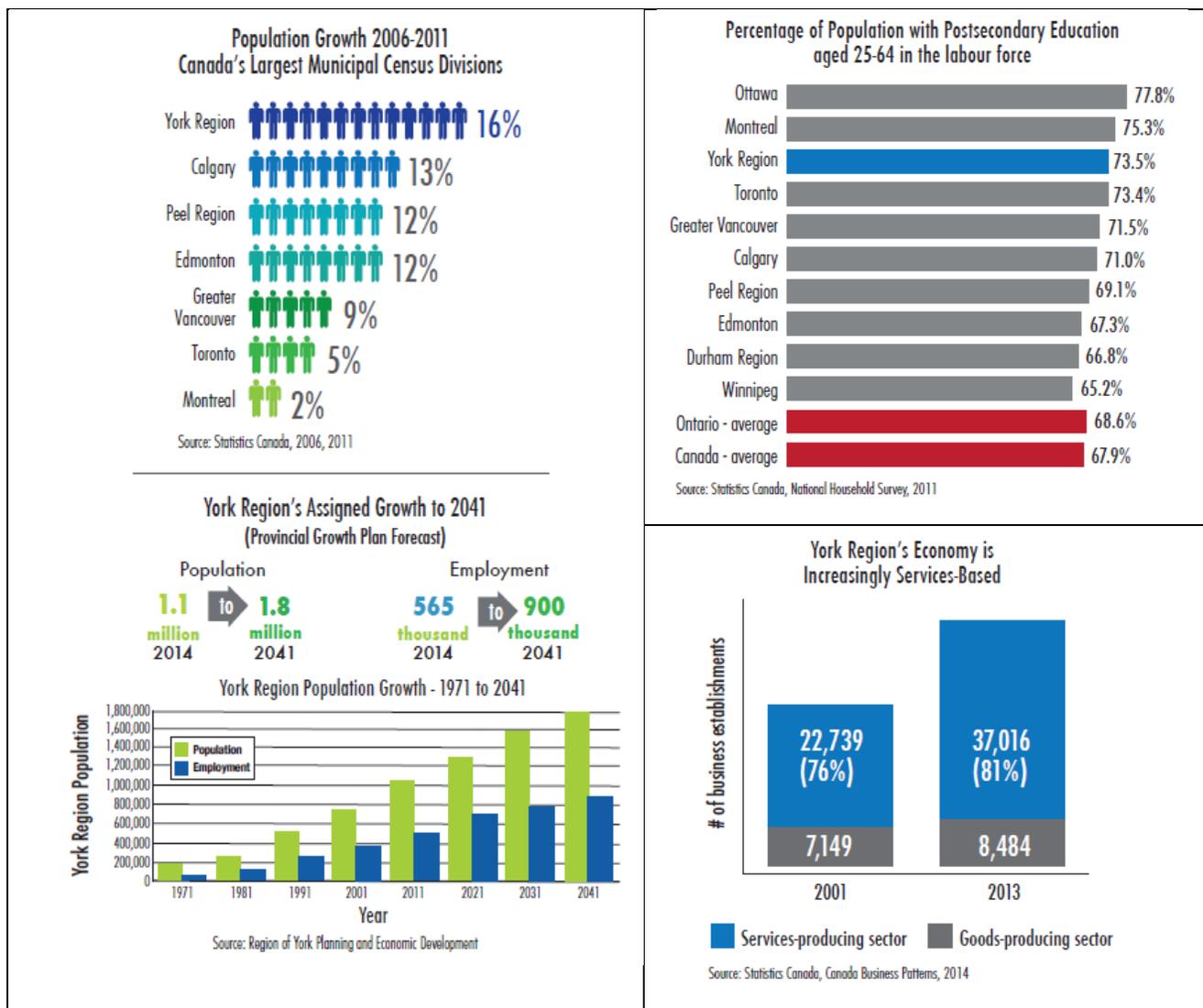


Figure 1: York Region demographic trends

Of particular interest for this academic proposal is where the strength of York businesses concentrates. York Region's economy recognizes a set of business clusters that will benefit from having employees with more practical training in management, such as:

- Information and Communications Technology (ICT)
- Life Sciences
- Clean Technology
- Financial Business and Insurance Services
- Building and Construction
- Agriculture-Food

The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York indicates "The operations of 15 Fortune 100 companies and two of the Toronto area's top five corporate Research and Development (R&D) investors are located in York Region along with global industry leaders in ICT, life sciences, clean tech, financial services and advanced manufacturing" (page 7). Although in the last decade the Region has seen a decline in manufacturing jobs, the Region continues growing, because the losses in manufacturing are being more than offset by the growth in service-based employment. More than four out of five jobs in the Region are service-based, (see page 9).

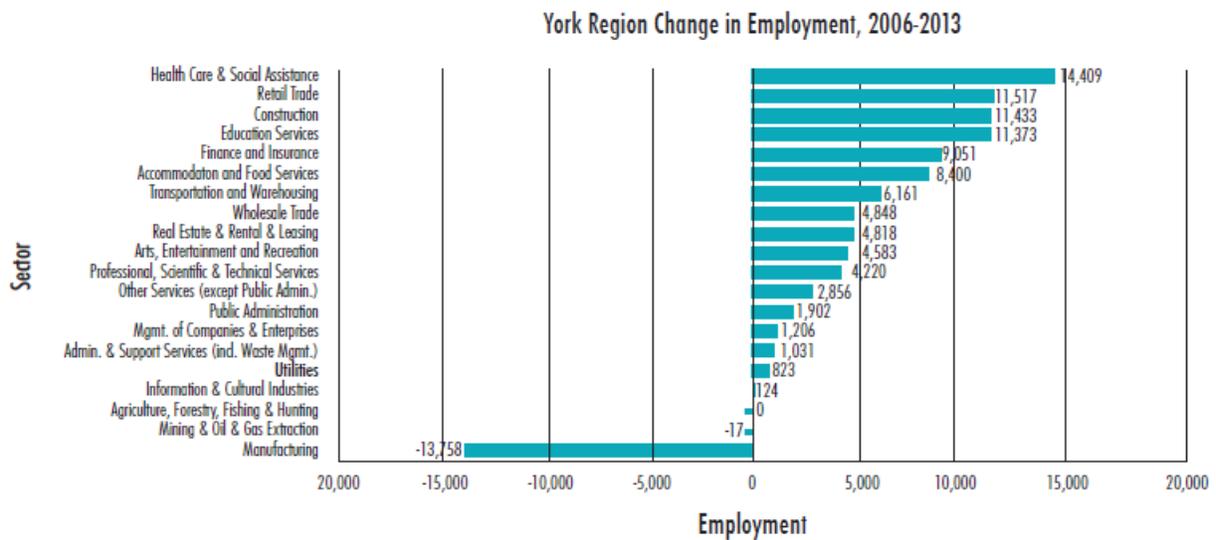


Figure 2: York Region employment trends

The described developments support the need for re-educating the manufacturing workforce and providing local businesses with employees who have a good understanding of modern business practices.

4. Program Content and Curriculum

4.1 Program Requirements

The program is designed to be completed in 2 terms. The GDM is a 15 credits program with eight modules and a capstone course that can be completed on a full-time or part-time basis. It will have one admissions point: Fall. All the courses are by graduate level and are new and unique to the GDM; they have been designed specifically and exclusively for this new program to achieve the program's declared learning outcomes. The major departure from traditional program design is that the GDM is conceived of as a set of modules which ends by a capstone course. The capstone course fulfils two key purposes: 1) it allows the students to integrate all the knowledge acquired and experienced in each module, and 2) it permits to better assess program-level learning outcomes and students' overall preparedness for management jobs in organizations.

4.2 Courses

The program requires a completion of eight intensive core modules and a capstone course designed to integrate all the areas covered in the 8 modules for a total of 15 credits. The program offers a choice of 8 management modules and 2 modules specific for public sector management. Students can pick any combination of modules unless they plan to use the GDM as a pathway to the Master of Science in Management Practice program offered by SAS. In that case, they are required to take six specific modules complemented by two electives that can be business- or public sector-related. Figure 3 presents an overview of the program structure for students using it as a pathway to the Master of Science in Management Practice.

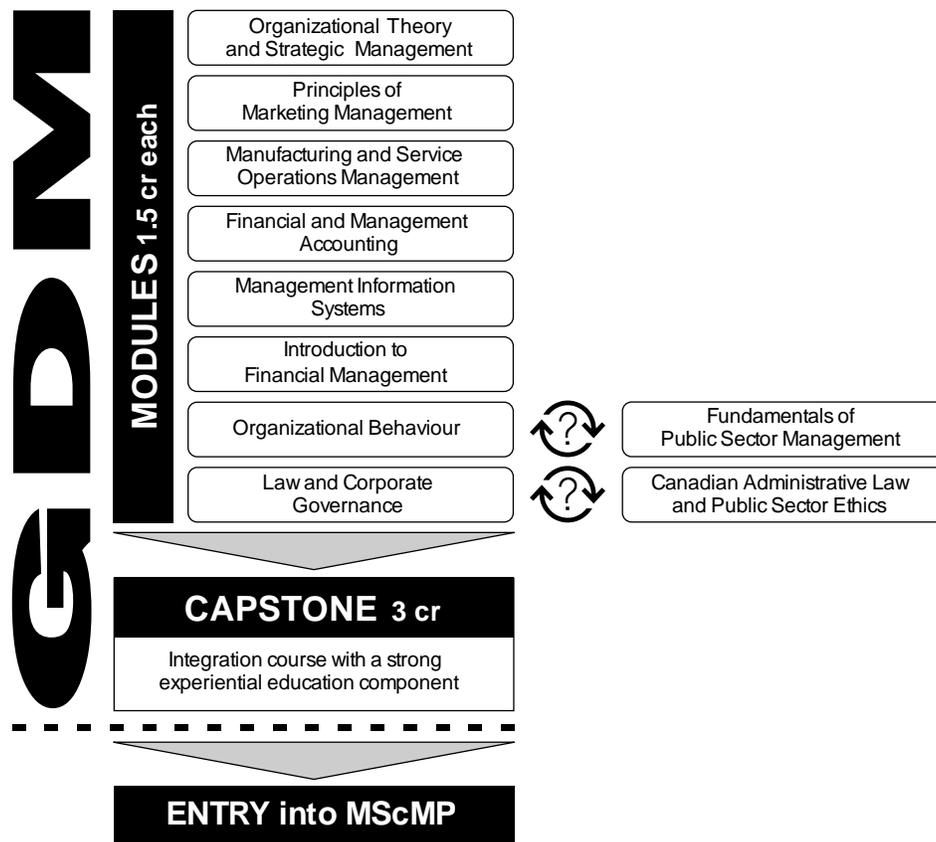


Figure 3: The Graduate Diploma in Management as a pathway to the Master of Science in Management Practice program.

The ten modules (1.5 Cr. each) are designed to introduce students to the main sub-fields of management that are relevant to organizations of any kind. The modules will be offered sequentially, in condensed form, with each module lasting 2 to 3 full weeks. The program structure must allow for a faster progression through the program while still remaining accessible for students taking the program part-time. The final structure and timeline of the program will crystallize after the actual demand and the nature of students become evident (see Table 2 for an illustration of the proposed program structures and timelines). The following modules were developed for the program:

GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management: designed to expose students to a macro-perspective on organizations and many facets of organizing and strategy that contribute to varied organizational performance.

GS/DMGM 5020 1.5 Cr. Principles of Marketing Management: designed to introduce students to the first real challenge of any organization: what products and services to sell, how to sell them, and how to attract more customers.

GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management: designed to introduce students to the second challenge of organizations: how to actually produce and deliver the services and products sold.

GS/DMGM 5040 1.5 Cr. Financial and Management Accounting: designed to introduce students to how sales and operations are summarized and reported for internal and external users in monetary terms.

GS/DMGM 5050 1.5 Cr. Management Information Systems: designed to introduce students to the systems that keep track of sales, operations, and money.

GS/DMGM 5060 1.5 Cr. Introduction to Financial Management: designed to introduce students to the third challenge of organizations: how to manage the money collected from sales and use it in operations with the help of external financing (debt or equity).

GS/DMGM 5070 1.5 Cr. Organizational Behavior: designed to expose students to a micro-perspective on organizations and provide them with a good understanding of factors influencing individual and group behaviour and performance in organizations.

GS/DMGM 5080 1.5 Cr. Law and Corporate Governance: designed to introduce students to the legal limits of managers' choices and principles of corporate governance.

Students interested in public sector management can substitute two business-related modules with two modules developed by the School of Public Policy and Administration:

GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management: designed to introduce students to fundamental principles of public sector management with a particular emphasis on the Canadian context.

GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics: designed to introduce students to fundamental principles of public law in Canada, including administrative law and court challenges to public policy and administration. Principles of public sector ethics and values, and how they impact individual careers and the reputation of public sector organizations are also analyzed.

In the second term, students will also complete a 3 Cr. course designed as a capstone where using experiential learning students will integrate the knowledge from the eight modules. This is the last mandatory component of the GDM. The capstone course will be offered in Winter:

GS/DMGM 5090 3.0 Cr. Experiencing Management

The program will begin in September each year, in accordance with York University's normal class schedule. The expected maximum enrolment for the first offering is 10 students; the program would not be run for fewer than 10 students. This enrolment target is reasonable and achievable if enough advertising and promotion resources are invested. The expected future enrollment target is for three sections of about 20 students per section or total enrolment of 60 per year at steady state.

Entry requirements and Pathways into the MSCMP

To be admitted into the GDM a candidate must have at a minimum, an Honours undergraduate degree or equivalent (typically a four-year full-time program) from a recognized postsecondary institution with at least a B (second class) standing in the final two years of full-time equivalent study.

After completing the GDM program, students will have an option to enter the Master of Science in Management Practice program. To satisfy the entry requirements of the MScMP, the students need to take six management modules – GS/DMGM 5010, 5020, 5030, 5040, 5050, and 5070 – complemented by two more modules of their choice. Students should be aware that requirements of some courses in the accounting stream of the MScMP cannot be met by completing the GDM.

4.3 Course Level

All courses of the GDM are graduate-level courses.

4.4 Calendar Copy.

The program requirements as they will appear in the calendar are in **Appendix A**

Table 2: Proposed timelines and structures of the Graduate Diploma in Management

Option 1: Focused/Intensive

Fall Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Organizational Theory and Strategic Management* Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Principles of Marketing Management Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Manufacturing and Service Operations Management Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Financial and Management Accounting Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Management Information Systems Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Introduction to Financial Management Three 3-hour meetings a week (e.g. Mon., Wed., Fri)	
Option Public Sector Management Fundamentals of Public Sector Management One 3-hour meetings a week (e.g. Thursday)						Option Public Sector Management Canadian Administrative Law and Public Sector Ethics One 3-hour meetings a week (e.g. Thursday)					

Winter Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Law and Corporate Governance Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Organizational Behaviour Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Capstone **: Experiencing Management Two 3-hour meetings a week (e.g. Wed. and Fri.)								Presentations Live case

* Organizing the coverage of functional areas in intensive modules represent a departure of traditional content delivery and can qualify as an innovative pedagogy. Each module is designed to introduce students without any business or management background to the basic ideas and building blocks of each functional area; special emphasis is put on applications or 'what's in it for me'. This is achieved through the use of mini cases and complex cases during the second week of each module. The preparation for the 3 meetings per week (reading of material) can be completed during weekends, allowing part time students to advance in the program at the same pace as full-time students. Every module will contemplate an enriched list of readings and online activities that are optional, allowing full-time students who desire to do so to go beyond what is required in each module (activities/readings available: news and videos depicting concepts in action, cases that that can be discussed with the professor outside the class time, online quizzes to test knowledge acquired and capacity to apply it in new situations).

** Capstone course is designed to integrate the knowledge presented and discussed in each module through experiential education. In management, this is the ideal manner to expose students to more realistic settings where there are multiple issues faced by organizations, but not all can be addressed at the same time. This capstone uses case and a live case to present complex business situations. Students will start by defining the scope of the engagement with the “client” and will continue with the identification and assessment of alternatives based on their knowledge of functional areas covered in the modules. The end goal is to provide recommendations to management in a consultative capacity.

Option 2: Commuter/Part-time Students

Fall Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Organizational Theory and Strategic Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Manufacturing and Service Operations Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Financial and Management Accounting Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Introduction to Financial Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)		
Principles of Marketing Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Law and Corporate Governance Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Management Information Systems Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Organizational Behaviour Two 3-hour meetings a week (e.g. Wednesday and Saturday)		
Fundamentals of Public Sector Management Option Public Sector Management One 3-hour meetings a week (e.g. Monday)						Canadian Administrative Law and Public Sector Ethics Option Public Sector Management One 3-hour meetings a week (e.g. Monday)					

Winter Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Capstone: Experiencing Management One 3-hour meetings a week (e.g. Monday)											

With this option, students take two modules in parallel for three weeks with two meetings per week. This reduces the number of times a student needs to commute to the school, increases the time between classes and, with one meeting on weekends, allows for better flexibility. Students pursuing a Public Sector Management option will have to take a third module, but these modules will include only one meeting per week and will continue for six weeks to accommodate teaching schedules of instructors from the School of Public Policy and Administration.

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes

Consultations conducted with external stakeholders indicated that employers need several months to teach a new employee about the organization and how things are done. Switching from professional to managerial positions is especially challenging. To speed up such transitions, a rigorous program should train the students to:

- Be aware of how organizations function and how its components work together to deliver results;
- Be a fast learner because organizations change constantly;
- Be able to start contributing and adding value to the organization within six months.

To respond to these requirements, the program's general goals are to ensure that the students:

- Recognize major fields of management and understand how they interact to advance organizational goals;
- Can identify organizational problems and suggest solutions based on relevant theories;
- Can support their decisions with relevant data and effectively communicate the results of data analysis;
- Are capable of working effectively in teams;
- Understand the importance of ethical and socially responsible decisions in running an organization;
- Be able to start contributing and adding value to the organization within six months after hiring or moving to a managerial position.

The program's measurable degree-level expectations corresponding to these goals and expected learning outcomes are detailed in **Appendix B**.

5.2 Achievement of Program Learning Outcomes

The program is course-based with intensive functional modules providing students with a necessary understanding of various organizational functions. The modules are taught sequentially to allow an undivided focus on each module and to build up the student's understanding of management. Such structure allows bringing students up to speed in shortest time but with maximum quality. The capstone course allows the students to integrate the knowledge received and apply it to a real-life situation through experiential learning. **Appendix B** maps course learning outcomes to degree expectations and skills sought by the employers.

5.3 Methods and Criteria for Assessing Student Achievement

The GDM is a professional program, therefore experiential and immersive learning is the way to achieve the learning outcomes detailed in **Appendix B**. The end goal of the program is to enable students to learn fast about the particularities on their organization and to identify the required knowledge, skills and sources of data to deal with real world problems. Experiential and immersive learning is built into the program via case studies, live cases, and simulation. The whole learning process culminates with an integrative course wherein students work to solve problems faced by organizations or to advance the organization's knowledge of their customers, operations, employees, markets or other stakeholders. The problems can be based on written documents (use of complex cases), dynamic settings (simulations) or current situations (live case). The organization studied can be an on-going business, a nonprofit organization, a government unit or an entrepreneurial start-up.

The grading and assessment process will be the same as in other graduate programs at York University. In each course, a student's final assessment will be a grade on a four-point scale; the overall course grade is based

on the student's performance on the various elements of the course, including written assignments, case analyses, simulations, teamwork, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning.

Similarly, the assessment of each student's eligibility to remain in the program, as well as to graduate, will be the same as for other graduate programs of the Faculty of Liberal Arts and Professional Studies.

The requirements for academic standing in the program will follow the Faculty of Graduate Studies guidelines with the exception of cases when the continuation is recommended by the graduate program director and approved by the Dean.

Graduation Requirements:

1. Successful completion of all courses, including 12 credits of core modules and 3 credits of the capstone course;
2. A grade point average of at least 5.00 (B)
3. Students with a GPA of 6.95 (A) or above will be distinguished upon graduation.

5.4 Normal Program Length

The normal program length is two terms. A course load of three half-courses per term is normal for full-time students. In this program, students will complete sequential modules spread across two terms, and a significant part of the last term is dedicated to the capstone course where all knowledge must be applied. The course load is in line with similar direct-entry professional oriented graduate degrees at York and in other Canadian universities (e.g., Graduate Diplomas in Advanced Accounting and Intermediary Accounting with 5 half-courses per term or Graduate Diploma in Professional Accounting with 5 half-courses spread across 1 year, see Table 1 for details).

5.5 Modes of Delivery

The program is course based. The delivery modes are via structured course work supported with online material for self-learning and self-assessment. The nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential and immersive learning throughout the program, including case analysis, discussion, teamwork and simulation. The capstone course is designed with a specific focus on experiential learning where students will reach out and assist external organizations to identify and solve their problems.

Appendix E has the details of all the new courses proposed including mode of delivery and assessment.

6. Admission Requirements

6.1 Program Admission Requirements

The requirements for admission to the proposed GDM program will be as follows:

- An Honours undergraduate degree or equivalent (typically a four-year full-time program) from a recognized postsecondary institution with at least a B (second class) standing in the final two years of full-time equivalent study. However, applicants who do not have the minimum grade point average but have a substantial professional experience or equivalent will be considered for admission;
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university or who have not worked in a

professional role in an English-speaking country for at least one year must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL (minimum of 7.5 or 600 respectively, details available at <http://gradstudies.yorku.ca/current-students/regulations/admission/#english>). In special circumstances, admission to the GDM may be conditional upon taking an intensive English language course.

Taken together, the admission requirements for the program are appropriately aligned with the program learning outcomes.

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Strength and Expertise of the Faculty

One of SAS greatest strengths is the wide breadth of knowledge and experience of its full-time faculty and part time course directors, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in both public and private realms.

The resources for this program will be drawn from the general resource base of SAS and LA&PS. Although eight 1.5 credit courses will be required for each entering cohort of 10 to 20 students, the size of the proposed program is greatly outweighed by the undergraduate program (more than 180 undergraduate sections are expected to be delivered annually). Therefore, it is expected that financing for the GDM courses will be derived largely from the revenue generated by the Diploma and from other undergraduate and graduate programs offered by the School at Markham campus.

An additional resource that may be necessary to develop is a Career and Placement Centre to assist GDM students in finding positions that can make the most of their recently acquired knowledge and skills. More support will be needed to manage admissions and advising particularly for international applicants.

No additional library resources will be needed, as the resources currently available to support existing graduate business programs (apart from classroom space) will also be more than adequate to support the GDM program.

The teaching staff will be drawn from the regular SAS teaching staff, both tenure- stream and sessional. A list of faculty members is contained in **Appendix C**. Based on current SAS financial model, the proposed program is expected to break even with a class of at least 17 students. In the long term, with expected hiring of new faculty for the Markham campus, the school should be able to accommodate the planed steady state program size of 60, The expected tuition revenues alone will be able to more than offset the additional cost of academic staffing and any other direct costs. The revenues will also be able to easily accommodate Faculty-level and University-level overhead costs.

7.2 Role of Retired Faculty and Contract Instructors

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

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

7.3 Major Research Equipment and Facilities

Laboratory space is not needed for this program. GDM students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Classroom space is at a premium in York's Markham Campus. The University is in the process of building the main building(s) which will provide the classroom space needed.

7.4 Office, Laboratory and General Research Space

Laboratory space is not needed for this program. GDM students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Office space is at a premium in York's Markham Campus. The University is in the process of building the main building(s) which will provide office and lounge rooms for faculty. Faculty teaching at the GDM will also teach at other programs. There will be a need for a dedicated office space that will be the main point of contact for the program with students and external stakeholders; this space can be shared with the Master of Science in Management.

7.5 Academic Supports and Services

The primary support services will be the library, information technology, career and placement services and faculty and staff at SAS. Only the Career and Placement services will require hiring one student services advisor and one career and placement facilitator to be dedicated to the Graduate Diploma in Management and the Master of Sciences in Management Practice. These personnel requirements have been included in the aforementioned budget.

7.6 Financial Support for Students

As this is a professional program, no special financial support will be provided other than the financial aid and scholarships that are generally available to graduate students at York.

7.7 Not applicable.

This is not an undergraduate program.

8. Enrolment Projections

8.1 Implementation Date, Yearly Intake and Projected Steady-state Enrolment

The program will be first offered in Fall 2021 coincidentally with the opening of York's Markham Campus.

Intake Term	Modules (9 Cr.)	Modules (3 Cr.)	Capstone Course (3 Cr.)
Fall 2021	10		
Winter 2022	No admissions	10	10
Summer 2022	No admissions		
Fall 2022	20		
Winter 2023	10	20	20
Summer 2023	No admissions	10	10
Fall 2023	20		
Winter 2024	10	20	20
Summer 2024	No admissions	10	10

Intake Term	Modules (9 Cr.)	Modules (3 Cr.)	Capstone Course (3 Cr.)
Fall 2024	30		
Winter 2025	20	30	30
Summer 2025	No admissions	20	20
Fall 2025	40		
Winter 2026	20	40	40
Summer 2026		20	20

9. Support Statements

Support has been received from:

- Dean of Faculty of Liberal Arts and Professional Studies
- University Librarian
- University Registrar
- Schulich School of Business
- Vice-President Academic and Provost
- Director, School of Public Policy and Administration
- Regional Municipality of York
- Nielsen Canada

The letters are in **Appendix D**.

Appendix A: Graduate Diploma in Management Calendar Copy

Program Overview

The Graduate Diploma in Management (GDM) provides students who have non-business background with a robust understanding of the field of management and key skills required in managing an organization. Through a set of modules, students are introduced to the major areas in management – organizational theory, marketing, accounting, finance, operations management, management information systems, organizational behavior, and law – and hone their skills and knowledge in a capstone course that addresses real-life organizational problems. Students interested in public sector management can substitute two business-specific modules with two modules specific to the public sector.

The Graduate Diploma in Management can be taken either concurrently with other graduate programs by students who desire to expand the scope of their education or as a direct-entry diploma for candidates who seek to advance their careers.

The GDM also provides non-business graduates as well as individuals that have degrees from non-Canadian institutions with the pre-requisites required to stream seamlessly into the Master of Science in Management Practice (MScMP) program offered by the School of Administrative Studies or other accredited graduate programs.

Admissions Requirements

The Graduate Diploma in Management is opened to all students with a completed undergraduate degree in a field other than business, management, commerce or closely related field.

To be admitted to the graduate diploma, applicant must have:

1. an Honours undergraduate degree from a recognized postsecondary institution;
2. at least a B standing in the final two years of full-time equivalent study;
3. high competency in oral and written English.

Graduate Diploma Requirements:

The program can be completed in two semesters. Students will take 8 sequential functional modules, 1.5 credits each in the first phase of the program and will complete an experiential learning capstone course immediately after for a total length of 2 terms.

To graduate students enrolled in the program:

1. Must complete all required courses with an overall B average;
2. Must obtain a minimum of C in each of the courses, but no more than five C grades overall;
3. Must complete all diploma requirements within 2 calendar years.

Required eight core modules to complete in Fall and Winter should be chosen from the list below:

- GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management
- GS/DMGM 5020 1.5 Cr. Principles of Marketing Management
- GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management
- GS/DMGM 5040 1.5 Cr. Financial and Management Accounting
- GS/DMGM 5050 1.5 Cr. Management Information Systems
- GS/DMGM 5060 1.5 Cr. Introduction to Financial Management
- GS/DMGM 5070 1.5 Cr. Organizational Behavior
- GS/DMGM 5080 1.5 Cr. Law and Corporate Governance

GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management

GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics

Students who plan to transition to the Master of Science in Management program after the completion of the GDM must take the following modules: GS/DMGM 5010, 5020, 5030, 5040, 5050, and 5070 plus two modules of their choice.

A course to complete after finishing the Core modules:

GS/DMGM 5090 3.0 Cr. Experiencing Management

Further details about the Graduate Diploma in Management can be found on the diploma website:

Appendix B: Expected Learning Outcomes

Mapping Program Objectives to the Skills Identified by Employers

S1: Be aware of how organizations function

S2: Be a fast learner

S3: Be able to start contributing to the job in six months

Objective	S1	S2	S3
Recognize major fields of management and show an understanding of how they interact to advance organizational goals	X		
Identify organizational problems and suggest solutions based on relevant theories	X	X	X
Support decisions with relevant data and effectively communicate the results of data analysis		X	
Demonstrate an ability to work effectively in teams			X
Understand the importance of ethical and socially responsible decisions in running an organization	X		X
Be ready to start contributing and adding value to the organization within six months after hiring or moving to a managerial position			X

Mapping Expected Learning Outcomes to the Program Courses

The GDM degree is awarded to student who demonstrate:

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

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

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

Expected Learning Outcome <i>The degree is awarded to students who are able to:</i>	DMGM 5010 Organizational Theory and Strategic Management	DMGM 5020 Principles of Marketing Management	DMGM 5030 Manufacturing and Service Operations Management	DMGM 5040 Financial and Management Accounting	DMGM 5050 Management Information Systems	DMGM 5060 Introduction to Financial Management	DMGM 5070 Organizational Behavior	DMGM 5080 Law and Corporate Governance	DMGM 5110 Fundamentals of Public Sector Management	DMGM 5120 Canadian Administrative Law and Public Sector Ethics	DMGM 5090 Experiencing Management
Depth and breadth of knowledge											
Recognize major fields of management and key theories informing managerial decisions	L1	L1	L1	L1		L1			L1	L1	
Explain how major fields of management interact to advance organizational goals	L1				L2		L1		L1	L1	
Knowledge of methodologies											
Recognize methods for developing and evaluating key performance indicators of an organization	L1	L1	L1	L1	L1	L1	L1		L1	L1	L2
Explain the importance of ethical and socially responsible decisions in running an organization								L1		L1	L2
Application of knowledge											
Interpret key performance metrics in each field and of an organization in general		L2	L2	L2	L2	L2	L2		L2		L3
Apply relevant theories to identify organizational problems and suggest solutions	L1	L1	L1	L1	L1	L1	L1	L1	L1	L1	L2
Evaluate and question the underlying assumptions when solving problems	L1	L1	L1	L1	L1	L1	L1	L1	L1	L1	L2
Communication Skills											
Present clearly logical arguments, using appropriate professional language and various presentation tools	L2	L2	L2	L2	L2		L2	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, video, etc.)	L2	L2	L2	L2	L2		L2		L2	L2	L2
Awareness of limits of knowledge											

Expected Learning Outcome <i>The degree is awarded to students who are able to:</i>	DMGM 5010 Organizational Theory and Strategic Management	DMGM 5020 Principles of Marketing Management	DMGM 5030 Manufacturing and Service Operations Management	DMGM 5040 Financial and Management Accounting	DMGM 5050 Management Information Systems	DMGM 5060 Introduction to Financial Management	DMGM 5070 Organizational Behavior	DMGM 5080 Law and Corporate Governance	DMGM 5110 Fundamentals of Public Sector Management	DMGM 5120 Canadian Administrative Law and Public Sector Ethics	DMGM 5090 Experiencing Management
Reflect on uncertainties in planning of organizational activities and the extent to which they can be addressed by evidence	L1	L1	L1		L2				L2		L3
Identify sources of information to support managerial decisions	L1	L1	L1	L1	L1	L1	L1	L1	L1	L2	L3
Autonomy and professional capacity											
Conduct independent research to improve the understanding of an organization's operations		L2	L2	L2						L3	L3
Adapt to new working environments and start contributing within a short period of time									L2		L2
Work effectively in teams	L2	L2		L2			L2		L2	L2	L2

Appendix C: SAS and SPPA Faculty Members – Teaching Staff

Table 1 – Listing of Faculty

At this stage, only full-time faculty and retired faculty are included.

Area	Faculty Member	Rank	Graduate Program
Accounting, Governance and Law	Evans, Paul	Assistant Professor	MFAC
	Gelinas, Patrice	Associate Professor	MFAC
	Kwon, Sung	Professor	
	Lai, Liona	Associate Professor	MFAC
	Leblanc, Richard	Associate Professor	MFAC
	Ma, Mary	Assistant Professor	
	Parkinson, John	Professor	
	Peng, Songlan	Associate Professor	
	Porporato, Marcela	Associate Professor	Yes
	Spraakman, Gary	Professor	Yes
	Wang, Haiping	Assistant Professor	
	Waweru, Nelson	Associate Professor	MFAC
Audit Management Information Systems / Tax	Iacobelli, Sandra	Assistant Lecturer	MFAC
	Jones, Joanne C	Associate Professor	Yes
	Sanchez-Rodriguez, Cristobal	Associate Professor	
Finance	Domian, Dale	Professor	Yes
	Tahani, Nabil	Associate Professor	Yes
	Yildirim, Semih	Associate Professor	
Management	Chuang, You-Ta	Associate Professor	Yes
	Deutsch Salamon, Sabrina*	Associate Professor	
	Lehrer, Keith	Assistant Professor	
	Shen, Jung-Chin	Associate Professor	
	Schwartz, Mark	Associate Professor	
	Thomson, Kelly	Assistant Professor	Yes
	Tsasis, Peter**	Associate Professor	
Decision Sciences	Bartel, Henry	Professor	
	Huang, Rong Bing	Associate Professor	
	Qudrat-Ullah, Hassan	Professor	Yes
	Solis, Adriano	Associate Professor	Yes
	Toyasaki, Fuminori	Associate Professor	Yes
Marketing	Carbonell-Foulquie, Pilar	Associate Professor	
	Rusetski, Alex	Associate Professor	
	Strebinger, Andreas	Associate Professor	
	Whelan, Jodie	Assistant Professor	
SPPA	Canefe, Nergis*	Associate Professor	MPPAL
	Cohn, Daniel	Associate Professor	MPPAL
	Couto, Naomi	Associate Professor	MPPAL
	Constantinou, Peter	Assistant Professor	MPPAL
	Dimock, Susan*	Professor	MPPAL

Area	Faculty Member	Rank	Graduate Program
	Frederiksen, Soren*	Assistant Professor	MPPAL
	Soenneken, Dagmar*	Associate Professor	MPPAL
	Klassen, Thomas*	Professor	MPPAL
	Simeon, James	Associate Professor	MPPAL

Note: * Cross-appointed to another LA&PS unit; ** Cross-appointed to Faculty of Health.

Table 2: Graduate Supervision – SAS Faculty.

Faculty Member	Career			Current		
	Master's	Major Research Paper	PhD	Master's	Major Research Paper	PhD
Bartel ,Henry	8		2			1
Carbonell, Pilar	21					
Deutsch Salamon, Sabrina	1	1	5			2
Domian, Dale	3		3			
Gelinas, Patrice						
Huang, Rongbing	1		2			1
Kwon, Sung	2	1	2			
Lai, Liona		2				
Leblanc, Richard	1		2			
Ma, Mary			1			
Peng, Stella						
Porporato, Marcela	24	1	3	4		5
Quadrat-Ullah, Hassan	15		6			
Shen, Jung-Chin			2			1
Solis, Adriano	9			1		
Spraakman, Gary	1		1			
Strebinger, Andreas	33		1			
Tahani, Nabil	4					
Thomson, Kelly		3	1			1
Toyasaki, Fuminori	2		2			4
Tsasis, Peter	2		6			2
Wang, Haiping				1	1	

Table 3 – Research Funding Received by SAS Faculty

The following table presents the annual aggregate value of research grants received by the faculty throughout their careers (excluding grants solely for travel and publication). Further details can be found in the CVs of individual faculty. In cases where grants are shared with other SAS faculty, the amount for only one faculty member was included.

Year	Granting Councils¹	Government²	Foundations³	Contracts and others⁴	Internal⁵	Total
2017	\$ 179,569.00	\$ 20,000.00	\$ -	\$ -	\$ 6,175.00	\$ 205,744.00
2016	\$ 154,889.00	\$ -	\$ -	\$ 9,200.00	\$ 69,533.50	\$ 233,622.50
2015	\$ 127,500.00	\$ 50,000.00	\$ -	\$ 85,350.00	\$ 89,090.00	\$ 351,940.00
2014	\$ -	\$ -	\$ -	\$ 40,786.46	\$ 32,893.36	\$ 73,679.82
2013	\$ -	\$ 24,795.90	\$ 40,889.00	\$ 2,000.00	\$ 15,637.20	\$ 83,322.10
2012	\$ 24,000.00	\$ -	\$ -	\$ 1,500.00	\$ 14,915.00	\$ 40,415.00
2011	\$ 35,599.00	\$ -	\$ -	\$ 10,000.00	\$269,333.00	\$ 314,932.00
2010 and before	\$ 2,330,049.00	\$249,707.75	\$100,000.00	\$ 763,285.40	\$258,590.00	\$ 3,701,632.15
Total	\$ 2,851,606.00	\$344,503.64	\$140,889.00	\$ 912,121.86	\$756,167.06	\$ 5,005,287.56

1. This category includes SSHRC, CIHR and Canada Council. [note – equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants are not included]
2. Government source includes CIDA, HRDC, and NCE.
3. Source from Foundations includes Laidlaw Foundation, Appleton Foundation, and Foundation for Legal Research.
4. This category includes contracts and grants that cannot be classified under any other categories.
5. This category consists of university allocated grants such as SSHRC minor grants. [equipment, conference and travel grants are not included]

Appendix D: Support letters

Note to Senators: The statements of support from the Dean of LA&PS, the Vice-President Academic & Provost and the industry partners in York Region are the same letters including in the supporting documentation for the MScMP proposal, Item #7a. Kindly refer to those documents in Appendix A.

**Advancing 2015-2020 UAP Priorities:
Academic Standards, Curriculum & Pedagogy Committee**

UAP Priority	ASCP / Senate Activity
Priority 1: Innovative, Quality Programs for Academic Excellence	
1. Develop and implement Faculty plans to enhance the quality of our academic programs	
<ul style="list-style-type: none"> Faculty plans will seek opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming, etc. 	<p>New MASc and PhD programs in Civil Engineering</p> <p>New 90-Credit BA Degree Option in Digital Media (AMPD & Lassonde)</p> <p>New Game Arts Stream in Digital Media BA Program (AMPD)</p> <p>New Master of Science in Management Practice (LA&PS; <i>pending</i>)</p>
<ul style="list-style-type: none"> Faculty plans will address program challenges including overly complex degree requirements, program duplication and declining enrolments ensuring that programs are coherently structured by investing, revising, consolidating or closing programs where appropriate 	<p>Closure of Certificate in Non-Profit Management (Schulich)</p> <p>Closure of Diploma in Justice System Administration; and the Diploma in Democratic Administration</p> <p>Closure of the General Certificate in Professional Ethics (LA&PS)</p> <p>Closure of the Master in Public Administration (MPA) Program</p> <p>Closure of the BA program in Italian Culture</p> <p>Closure of the Certificates of Proficiency in Italian Language</p> <p>Closure of the Diploma in Real Estate & Infrastructure</p> <p>Closure of the Joint York-Seneca BSc (Tech) Program in Applied Biotechnology</p> <p>Merger of seven 90-credit BA and BSc degree options in Mathematics & Statistics into one 90-credit degree option in Applied Mathematics</p> <p>Closure of the BA program in Canadian Studies (LA&PS)</p> <p>Closure of the BA program in Latin American and Caribbean Studies</p> <p>Closure of the BA program in South Asian Studies and the Cross-Disciplinary Certificate in South Asian Studies</p>

2. Strengthen our comprehensiveness and interdisciplinarity by:	
<ul style="list-style-type: none"> Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses 	<p>New BSc program in Mathematical Biology</p> <p>New MAsc and PhD programs in Mechanical Engineering</p> <p>New Diplomas in Advanced Accounting and Intermediate Accounting (Schulich)</p> <p>New Diploma in Professional Accounting</p> <p>New Cross-Disciplinary Certificate in Aging</p> <p>Chemistry Co-Registration Option between York and Seneca</p> <p>New Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship</p> <p>New Professional Certificate in Actuarial Science</p> <p>New Master of Management program (SSB)</p>
<ul style="list-style-type: none"> Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations 	<p>New Cross-Disciplinary Certificate in Public History (LAPS, GL and AMPD)</p> <p>New Certificate in Advocacy and Public Engagement Training (LAPS)</p> <p>New Certificate in Black Canadian Studies</p>
<ul style="list-style-type: none"> Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education 	<p>Mechanical Engineering, MAsc / PhD Programs</p> <p>Broadening of PhD program in Electrical Engineering to add computer, electrical, software engineering fields</p>
<ul style="list-style-type: none"> Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate “finishing year”, as well as professional and course-based Masters programs 	<p>New Honours Minor degree option and Certificate in Advocacy and Public Engagement Training (LAPS)</p> <p>New Cross-Disciplinary Certificate in Culture, Medicine and Health (LAPS)</p> <p>New Masters of Leadership and Community Engagement program (Education)</p> <p>New Master of Management program</p> <p>New Master of Real Estate and Infrastructure program (SSB)</p> <p>New Master of Management program (SSB)</p> <p>New Certificate in Aging (Health)</p>

<p>3. Ensure that the quality assurance framework is refined and respected, including the submission of learning outcomes for every program and the alignment of assessment with LOs.</p>	<p>Revisions to YUQAP templates for cyclical program reviews and Major Modification curriculum proposals to ensure clarity and maintain consistency with the quality imperatives of the UAP, and keep our protocols in line with best practices.</p> <p>Confirmation that all new and revised programs have learning outcomes articulated.</p>
<p>4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation</p>	<p>New 90-Credit BA Degree Option in Digital Media</p> <p>New Game Arts Stream in Digital Media BA Program</p> <p>New PhD, MSc, MA programs in Digital Media (AMPD & Lassonde Engineering)</p> <p>New BFA program in Intermedia</p> <p>New Cross-Disciplinary Certificate in Public History (LAPS, GL and AMPD)</p>
<p>Priority 3: Enhanced Quality in Teaching and Student Learning</p>	
<p>1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.</p>	
<ul style="list-style-type: none"> Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units 	<p>New Honours Minor degree option and Certificate in Advocacy and Public Engagement Training</p> <p>BEng and BSc Engineering Programs Co-Op Option</p> <p>Restructured BA degree program in Indigenous Studies (LAPS)</p> <p>New Certificate in Black Canadian Studies</p>
<p>2. Expand technology enhanced learning including the number of courses, modules and programs online or through blended learning</p>	<p>New BA and BSc Honours Minor options in Global Health</p> <p>New Cross-Disciplinary Certificate in Public History</p> <p>New Honours Minor BA in AMPD</p>
<p>3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges</p>	
<ul style="list-style-type: none"> Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences 	<p>New BA and BSc Honours Minor options in Global Health</p>

	<p>New International Studies iBA York – EM Lyon Dual Credential program</p> <p>New York U-Laval Public & International Affairs Master's dual credential program</p>
5. Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started.	Investigating revisions to the <i>Senate Graded Feedback Policy</i> that introduce a basic syllabus template and an earlier syllabus deadline.
Priority 4: A Student-Centred Approach	
1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic , career, library and financial support	<p>Revision to the Senate Common Grading Scheme for Undergraduate Faculties</p> <p>Conferral of Degrees Outside of Convocation</p>
2. Actively monitor student learning needs and develop appropriate academic supports.	<p>Establishment of the Senate Policy on Course Relief (ASCP)</p> <p>Establishment of the Senate Policy and Guidelines on Withdrawn from Course (W) Option (ASCP)</p> <p>Re-introduction of Fall Reading Week</p> <p>Establishment of the Senate Policy, Guidelines and Procedures on Academic Accommodations for Students' Religious Observances (ASCP)</p> <p>Establishment of pan-university academic nomenclature (ASCP)</p>
6. Further advance our SEM approach including enhancing student supports tailored to different student segments <i>improving retention and time-to-completion of degrees</i> by undergraduate and graduate students	<p>Revisions to the Thesis and Dissertation Supervisory Committee Guidelines (FGS)</p> <p>Revisions to the degree requirements for the Masters in Environmental Studies</p> <p>Change to Degree Requirements for the MA Program in Applied Linguistics</p> <p>Merger of seven 90-credit BA and BSc degree options in Mathematics & Statistics into one 90-credit degree option in Applied Mathematics</p>

	<p>Revisions to Policy on Graduate Supervision</p> <p>Revisions to the requirements for the PhD Program in Gender, Feminist & Women's Studies</p>
<p>Priority 6: Enhanced Community Engagement</p>	
<p>3. Expand community outreach and engagement with our larger communities by:</p> <ul style="list-style-type: none"> • Solidify existing strategic partnerships aligned with priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships 	<p>New Industry Partnership Stream within the BSc Program in Computer Science</p>

Report to Senate

At its meeting of June 14, 2018

FOR ACTION¹

1. Global Labour Research Centre: Chartering

APPRC recommends

that Senate approve the chartering of the Global Labour Research Centre as an Organized Research Unit with a five-year term beginning July 1, 2018.

This is a renewed charter for a Faculty-based centre, one that continues to foster cutting-edge research. Advised by its Sub-Committee on Organized Research Units, APPRC is satisfied that the application meets the criteria for chartering set out in the Senate Policy on Organized Research Units including support from the sponsoring Faculty, a critical mass of scholars, a distinctive character, ability to add value to research in this interdisciplinary field, and a sustainable resource plan.

Legislative History

Approved by the Sub-Committee on Organized Research Units, May 31, 2018
Approved by APPRC, June 7, 2018

Documentation is attached as Appendix A.

2. Risk and Insurance Studies Centre (RISC): Chartering

APPRC recommends

that Senate approve the chartering of the Risk and Insurance Studies Centre (RISC) as an Organized Research Unit with a five-year term beginning July 1, 2018.

In December 2016, the ORU Sub-Committee reported that colleagues across the University had had submitted a proposal to charter a Risk and Insurance Studies Centre. It was said at the time that an ORU with this focus would be distinctive within York and held out the promise of positioning the University as a leader in a growing multidisciplinary field. York researchers have adopted unique and sophisticated

¹ Documentation in support of ORU charter expectations is extensive. Senate is provided with the “Terms and Expectations” document for each charter proposal. As in the past, Senators may review the full dossier – including application, letters of support, and APPRC Sub-Committee overview, on request. Members of APPRC who are actual or prospective members of an ORU under review must absent themselves from discussions of charter recommendations.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

perspectives on risk and insurance, there are opportunities for internal collaboration, external partnership possibilities are compelling, and the proponents are highly respected and dedicated.

Despite these and other positive attributes, the Sub-Committee agreed with the Vice-President Research and Innovation's conclusion that proponents should take additional time to enhance the proposal to better ensure the long-term success of an ORU. In this regard internal commitments for resources have been clarified, and firm connections to external funders and stakeholders have been more clearly and fully set out. Vice-President Haché provided proponents with support from the York Incentive Grant program as they undertake further consultations and refine the proposal.

Based on a recommendation from its Sub-Committee on Organized Research Units, APPRC is satisfied that the application meets the criteria for chartering set out in the Senate Policy on Organized Research Units including support from the sponsoring and participating Faculties, a critical mass of scholars, a distinctive character, ability to add value to research in this interdisciplinary field, and a sustainable resource plan.

Legislative History

Application Reviewed by the Sub-Committee on Organized Research Units December 2016

Approved by the Sub-Committee on Organized Research Units, June 1-June 4, 2018

Approved by APPRC, June 7, 2018

Documentation is attached as Appendix B.

3. Sensorium: Chartering

APPRC recommends

that Senate approve the chartering of Sensorium as an Organized Research Unit with a five-year term beginning July 1, 2018.

This is a recommendation for a second charter. Sensorium has significant opportunities to build on five solid years of research. Advised by its Sub-Committee on Organized Research Units, APPRC is satisfied that the application meets the criteria for chartering set out in the Senate Policy on Organized Research Units including support from the sponsoring and participating Faculties, a critical mass of scholars, a distinctive character, ability to add value to research in this interdisciplinary field, and a sustainable resource plan.

Legislative History

Approved by the Sub-Committee on Organized Research Units, May 31, 2018

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Approved by APPRC, June 7, 2018

Documentation is attached as Appendix C.

CONSENT AGENDA

4. Temporary Adjustment of the Application of the Senate Policy on Organized Research Units to Re-Sequence Charter Reviews

APPRC recommends

that Senate approve a temporary adjustment of the *Senate Policy on Organized Research Units* reviews such that for the next two review cycles clause 5 (Nature and Duration of Charters) shall permit be applied to permit a re-sequencing of charter reviews that has the effect of extending certain charters.

Rationale

Clause 5 of the Senate Policy on Organized Research Units stipulates that “charters are for a fixed term of five years.” An inordinate number of reviews would be conducted over the next two years. There is also an unusually high degree of turnover in ORU directors – an important consideration in determining the length of extensions. The effect of this temporary adjustment would be to extend the charters of certain current ORUs due for review in the next two years by one or two years. This is a fair and flexible solution. This proposal is supported by the VPRI, the Sub-Committee on ORUs, sponsoring Faculties and colleagues in the ORUs themselves and APPRC. It will not shorten the length of any charter. It will not, of course, preclude an ORU from determining that it will not seek a new charter. It will not undermine the aims of the Senate Policy as ORUs are the subject of continuous monitoring throughout the life of charters. Charters approved by Senate this month will be for five years, as will those approved over the next two years.

Extensions in 2018-2019

- Harriet Tubman Institute for Research on Africa and its Diasporas – extend 2 years to 2020-2021
- Muscle Health Research Centre – extend 2 years to 2020-2021
- Nathanson – extend 2 years to 2020-2021
- YU-CARE – extend 2 years to 2020-2021
- Centre for Research on Language Contact and Culture – extend 1 year to 2019-2020

Extensions in 2019-2020

- Centre for Vision Research – extend 1 year to 2020-2021

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

- Dahdaleh Institute for Global Health Research – extend 2 years to 2021-2022
- Institute for Social Research – extend 2 years to 2021-2022
- York Centre for Asian Research – extend 1 year to 2020-2021
- Robarts Centre for Canadian Studies – extend 2 years to 2021-2022

FOR INFORMATION

5. Budget Context for Academic Planning: Spring Report

Vice-President Finance and Administration Carol McAulay reported to APPRC on June 7 in advance of updating Senate on the budget context for academic planning on June 14 in tandem with Provost Philipps.

The Committee suggested a number of refinements to the report so as to contextualize the information provided and help Senators understand the factors that have contributed to the variances in preliminary Divisional year end results. The Committee notes that the disruption of academic activities will have an undoubted but not fully known impact going forward given the impact on enrolment (both recruitment and retention). This has the potential to pose real challenges to academic planners over the next several years.

The report points to significant trends in funding. As Senators are aware, tuition fees represent a growing proportion of revenues. The new provincial formula includes three envelopes, for enrolment contracts, special purposes and significantly, differentiation based on performance metrics. The latter is protected now but at risk in 2020-2021. This reinforces the need to help shape the system-wide indicators and to develop York-specific ones that are advantageous.

As Senators discussed in May, there will be a round of open consultations on budget priorities in the autumn. We encourage Senators to participate in this exercise. The Committee suggested that it would be beneficial to have a primer on university budgets to promote understanding and facilitate participation on the discussions.

The presentation covers key risks on the horizon. Some contingencies must be managed by the University. Others are associated with government policy. It is not yet clear how the election of a new government will impact on the external environment.

6. Student / Faculty Ratios

In response to requests to provide additional information about student / faculty ratios, Provost Philipps has transmitted additional time-series data by Faculty. Before reporting in more detail to Senate, the Committee would like an opportunity to discuss them with the Provost.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

7. Incomparable Metrics

The Committee was joined at its May 31 meeting by Librarians and Archivists for a presentation and discussion as part of an ongoing exploration of incomparable metrics. The discussion was organized around the following themes:

Update on the Open Access & Open Data Steering Committee (Joy Kirchner)
Value of Data Management Planning (Andrea Kosavic)
Research Metrics (Adam Taves)

The Open Access and Open Data Steering Committee is charged with engaging in broad stakeholder discussions to advance the following goals:

- to coordinate campus-wide education on open access and data management particularly in light of Tri-Agency Open Access Policy requirements and the Tri-agency Statement of Principles on Digital Data Management.
- to articulate a framework and coordinated service models that support faculty with these requirements.
- to create a wider forum for discussion and consideration on changes to the system of scholarship, sustainability of current economic models of scholarship, access to publicly funded research, issues surrounding authors rights in the digital age, and new scholarly distribution systems and other connected open movements.

The discussion concluded with consideration of opportunities and engagement. We believe that a facilitated discussion at Senate would be appropriate, and we hope that the Executive Committee will agree to create space for this at a meeting in the autumn of 2018. In the meantime APPRC encourages all colleagues to access online information and participate in YUL-sponsored workshops to better acquaint themselves with resources and supports available.

One relatively easy step that all York researchers can take is to register with ORCID, a not-for-profit organization hosting non-proprietary software that permits researchers to create a persistent online identifier. This is one tool for compiling information that help to tell the full story of York's research, one that is skewed and incomplete in current rankings. There are currently 866 ORCID member organizations.

<https://orcid.org/>

8. New Faculty Proposal: Status Report

In June 2017 Senate approved, in principle, the establishment of a new Faculty “comprising the Faculty of Environmental Studies, the Liberal Arts and Professional Studies Department of Geography, and potentially other departmental units or programs.” Professor Gail Fraser and Professor Patricia Wood were tasked by the

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

colleagues in FES and Geography with taking up Senate's approval in principle and coordinating efforts to further articulate the vision, refine the curriculum and work with others on the make-up of the new Faculty. After a great deal of effort, the process has been suspended pending further reflection and the appointment of a Dean in FES.

APPRC invited the coordinators to attend a meeting on May 17 at which the Chair and Secretary of ASCP were also participants. It was heartening to learn of the enthusiasm that is still felt by proponents. It was gratifying to hear that discussions of the curriculum have been enriching, stimulating and generated promising innovations.

With the help of Professors Fraser and Wood, we derived some useful planning lessons:

- The rationale provided to Senate may not have been sufficiently clear about the nature of the new Faculty, the practical and principled motivations behind it and the vision that inspired it.
- A major planning initiative of this kind needs authentic, visible, dedicated championship at the senior level to augment and support collegial efforts.
- The identification and definition of "problems" and solutions is critical. Conceptualizing the initiative as *either* renewal *or* institution building involves different mind sets. Common understanding is critical. Consensus needs to be achieved at an early stage.
- This is not a mere merger of two units or a simple fix to challenges facing them. It is an attempt to create a bold new structure capable of building strengths, fostering collaboration, and profiling a new venture. In this light it is highly desirable to bring together programs that share an interest in developing critical perspectives and sophisticated applied knowledge woven around environmental themes.
- Although it sponsored the June 2017 recommendation that established the new Faculty in principle, APPRC was at something of a remove from the process. We accept the view that our Committee, and ASCP, could have and should have played a greater role in assisting planners. For our Committee, this could have involved facilitating at "big table" meetings or engaging with Deans.
- Uncertainty about the budgetary context clouded the big picture. There is no doubt that SHARP has created anxieties about our ability to imagine the sort of interdisciplinary, multi-Faculty aspirations articulated in the University Academic Plan. Planning should not be a zero-sum game, and it is imperative that we dispel doubts and think creatively about a range of flexible structural options and presenting our research and programs.
- We need to attend to the question of "ownership" of programs. Environmental Science is housed in Geography, which is primarily in LA&PS, and the Faculty of Science. Geography is a remaining Faculty-straddling unit. (There was a time when three units had separate Senate membership by virtue of their cross-

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Faculty nature). We also need to think about where programs are best able to thrive.

9. Markham Campus Planning Update

APPRC and ASCP held a special joint meeting on May 31. Topics included “Faculty Blue” (discussed above), Non-Degree Studies (see the joint report submitted to Senate this month) and Markham Campus planning. The Provost’s report in May included important details about curriculum proposals in train. At the joint meeting we paid special attention to the timelines for the development, review and approval of curriculum. The critical path includes approval by the Quality Council and the Ministry of Advanced Education and Skills Development and must build in the possibility that briefs would be returned for clarification or elaboration. Markham will have a defined set of program offerings. It will also have general education curriculum and electives. The first proposal to establish a program at Markham is on the ASCP agenda for today’s meeting. APPRC was pleased to concur with ASCP’s recommendation.

Documentation is attached as Appendix D.

10. ORU Sub-Committee Report

In addition to endorsing recommendations to charter three ORUs, the Sub-Committee has also reported the following:

- the York Centre for Field Robotics (YCFR) has voluntarily withdrawn from its charter based on a unanimous decision of the supporting Faculty (Lassonde), the Director and membership
- the pre-chartering review of the Centre for Feminist Research at York is on hold pending the appointment of a new Director
- the Sub-Committee reviewed the grants attributed to each ORU in the context of ensuring that an appropriate share of indirect costs of research is assigned to the centres and institutes

11. Annual Reports of APPRC Sub-Committees Supported by the VPRI Office

The three sub-committees supported by the Office of the Vice-President Research and Innovation that report to APPRC and Senate have submitted annual reports for 2016-2017.

Documentation is attached as Appendix E.

12. Progress on Priorities for 2017-2018

APPRC has made progress on the priorities it established in the autumn of 2017. Some initiatives have been delayed. The disruption played a small part in this. More importantly, the Committee sees the value in tying together strands that once seemed

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

separable. Our thinking evolved as we read responses from the Deans, Principal and University Librarian and reflected on ideas coming out of the February "Forum of Ideas." The Committee is also committed to enhanced monitoring of UAP objectives. We will report to Senate as soon as possible on an academic planning agenda for the coming year that builds on our experience.

Documentation is attached as Appendix F.

13. Farewell to Departing Members

The Chair, continuing committee members and the Secretary record their sincere thanks to members whose terms end on June 30: Lesley Beagrie, David Flora, David Leyton-Brown, Auldrey Lopo, Thumeka Mgwigi, Martin Sers and Rick Wildes. The Committee was enriched by their contributions and we wish them well in their scholarly pursuits and other endeavours.

Thomas. Loebel, Chair of APPRC

Terms and Expectations for the Global Labour Research Centre (GLRC)
2018 – 2023 Charter

1. Mandate

The Global Labour Research Centre (GLRC) engages in the study of work, employment and labour, organizing its activities around: the impact of the changing nature of work and employment on labour rights; interrelationships between migration, citizenship and work; gender relations in work and labour movements; the revitalization of workers' movements; and work and health. The GLRC is a hub for pan-university collaboration with a community engagement model that encompasses a range of labour and community partners.

2. Sponsoring Faculty

As the sponsoring Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the GLRC in collaboration with the Office of the Vice-President Research & Innovation (VPRI). This support includes promoting membership in GLRC, supplying a decanal representative to serve as Chair of its Board, coordinating annual meetings of the Board, and facilitating selection and approval of Directors for GLRC as warranted. The Faculty of LA&PS further agrees to integrate GLRC objectives into its strategic research planning and to champion the development of GLRC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of GLRC will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

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

- a. Dean (or designate), Faculty of Liberal Arts & Professional Studies (Chair)
- b. Vice-President Research & Innovation (or designate) (Vice-Chair)
- c. Chair of one Department supplying members to GLRC (alternating among Political Science, Social Science, Sociology, History, Geography, Human Resources Management, or other relevant Departments)
- d. One Graduate Program Director (alternating among Political Science, Sociology, History, Geography, Human Resources Management, or other programs of key relevance) (non-voting)
- e. Senior Development Officer, Faculty of Liberal Arts & Professional Studies (non-voting)

4. Directorship

LA&PS will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director or Co-Directors for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2018-2023

Research Mandate:

With a broad and interdisciplinary focus on the study of work, employment and labour, the GLRC will orient its research mandate around five strategic research themes:

1. The impact of the changing nature of work and employment on labour rights
2. Interrelationships between migration, citizenship and work
3. Gender relations in work and labour movements
4. The revitalization of workers' movements
5. Work and health

Value to Researchers and Research Teams:

1. GLRC will provide an administrative home for funded projects of GLRC associates and will offer assistance in the development of applications for submission to SSHRC and other relevant granting competitions.
2. GLRC will continue to host its speaker series, a regular public seminar series highlighting the research activities of those working on research themes related to the Centre's mandate.
3. GLRC will host regular conferences and workshops.
4. GLRC will continue to act as a host to visiting scholars, connecting them to researchers and networks at York and across the GTA.

Below are the targets identified in the Charter application:

Area of Activity	Evaluation Metrics
Conferences	<ul style="list-style-type: none">• Organize/sponsor at least 1 session per year at a major scholarly conference• Conference support on at least 2 CG applications
Workshops	<ul style="list-style-type: none">• At least 1 workshop per year•
Global Labour Speaker Series	<ul style="list-style-type: none">• At least 6 sessions per year• At least 1 international speaker per year• At least 1 speaker from outside GTA per year
John Eileen Annual Lecture on Global Labour	<ul style="list-style-type: none">• Host the annual lecture, generally (though not

	<p>exclusively) in conjunction with the annual graduate symposium</p> <ul style="list-style-type: none"> • Ensure the fund is sufficient to host an established/recognized out-of-town speaker
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Student Engagement and Training:

The GLRC will continue to hold its annual graduate student symposium, showcasing research by graduate and postdoctoral scholars on a wide range of issues related to the study of work and labour in a global context. The Centre will also host post-doctoral fellows and advanced doctoral students from other institutions, connecting them to York- and GTA-based research networks. As well, the GLRC will continue to employ graduate assistants from the departments of affiliated faculty, pending available resources.

Area of Activity	Evaluation Metrics
Research Assistantships	<ul style="list-style-type: none"> • 2-3 Ras per year (pending resources)
Graduate Symposium	<ul style="list-style-type: none"> • Annual symposium with at least 30-40 participants
Doctoral/Post-doctoral Visitors	<ul style="list-style-type: none"> • Sponsor 1 post-doctoral fellowship or International Visiting Trainee application per year
Packer Visiting Chair in Social Justice	<ul style="list-style-type: none"> • Host at least 1 speaking event with the Packer Visiting Chair per year • Publish at least 1 working paper with the Packer Visiting Chair per appointed term (normally 3 years)

Educational Initiatives:

In conjunction with York’s undergraduate Work & Labour Studies Program and various graduate programs, the GLRC is uniquely positioned to provide support for the development of educational programs that link critical analytical and policy research with experiential forms of learning around work and employment issues. The GLRC will continue to work towards the development of a graduate specialization in the field of Global Labour Studies, which will include a summer course open to graduate students and community members, taught by both academic and community-based practitioners as guest lecturers.

Area of Activity	Evaluation Metrics
Research Assistantships	<ul style="list-style-type: none"> • 2-3 Ras per year (pending resources)
Graduate Symposium	<ul style="list-style-type: none"> • Annual symposium with at least 30-40 participants
Graduate Specialization in Global Labour Studies	<ul style="list-style-type: none"> • Program will be introduced

	by end of Year 4
<i>Know Your Rights Project</i>	<ul style="list-style-type: none"> Disseminate KYR factsheets annually KYR information sessions: will aim to host 2 sessions per year
Global Labour Reading Group	<ul style="list-style-type: none"> 3-4 sessions across Winter and Summer Semesters

Externally Funded Research Activity:

The GLRC will encourage and support its members in seeking funding for their research through SSHRC and other external channels, by assisting with application and budget development, as well as research administration for successful applications. These supports will be offered in the securing of funds for projects that are in progress, as well as for new projects that are undergoing development. Below are the targets identified in the Charter application:

Area of Activity	Evaluation Metrics
SSHRC Insight Grants	<ul style="list-style-type: none"> At least 2 IG applications At least 1 IDG application
SSHRC Partnership Grants	<ul style="list-style-type: none"> At least 1 PDG application At least 1 PG application
SSHRC Connection Grants	<ul style="list-style-type: none"> At least 2 CG applications

In evaluating the Centre's progress toward meeting these expectations, the GLRC Board will consider the funding applications submitted with the support of GLRC, the success of its Director and members in attracting external research funds, and the amount of external funds administered by the Centre.

Knowledge Mobilization:

Area of Activity	Evaluation Metrics
Working Paper Series	<ul style="list-style-type: none"> At least 1 working paper per semester
Graduate Symposium Proceedings	<ul style="list-style-type: none"> Annual publication with 10-15 contributions from symposium participants
Website	<ul style="list-style-type: none"> Track web traffic and impact
Social Media	<ul style="list-style-type: none"> Track and grow followers in each platform each year
Communications Infrastructure	<ul style="list-style-type: none"> Regular listserv announcements E-newsletter three times, once per semester
Podcast	<ul style="list-style-type: none"> At least 1 broadcast per semester

6. Resource Commitments

Faculty of LA&PS:

The Faculty is committed to ensuring the Centre has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for the Director or co-Directors; administrative support at the level of minimum 24 hours per week; and an operating budget of \$2,000 per annum.

The Faculty will continue to provide space subject to assessing the GLRC’s space requirements. It will also provide GLRC with access to its professional advancement staff.

In accordance to the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of overhead funds to be allocated to the ORU. The Faculty’s allocation of overhead funds to the centre will use the VPRI model of 75% as a guide for consideration.

However, as GLRC continues to mature, overheads for new projects administered may be expected to be applied to offset Faculty operating cost contributions on a 2:1 ratio – the Faculty will withdraw \$1 of core operating support for every \$2 of net new overhead funding received by the ORU after any deductions made by the Faculty. Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

VPRI:

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

7. PIER

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

8. Appendices

Appendix A – Proposed Members of the Executive Committee

GLRC Director, TBD
LA&PS Full-time faculty, TBD

LA&PS Full-time faculty, TBD
LA&PS Full-time faculty, TBD
LA&PS Full-time faculty, TBD
Outside LA&PS Full-time faculty, TBD
Graduate student, TBD
Undergraduate student, TBD

Appendix B – Proposed Members of the Advisory Committee

GLRC Executive Committee representative, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD

**Terms and Expectations
RISK AND INSURANCE STUDIES CENTRE (RISC)
2018-23 Charter**

1. Mandate

RISC is a national and international research hub that pursues a holistic approach to the field of Insurance and related topics. As such, it aims to produce world-class research on identifying, mitigating, modelling, measuring, and pricing insurance risks by employing expertise in Economics, Engineering, Finance, Law, Management, Mathematics and Statistics. Furthermore, RISC commits to translating leading research into product/service development and provision, as well as public policy, thus improving people's wellbeing throughout their lives.

2. Lead Faculty

Faculty of Science

3. Participating Faculties

Faculty of Liberal Arts and Professional Studies, Lassonde School of Engineering, Schulich School of Business, Osgoode Hall Law School

4. Board

Current members (if applicable) (name/title/affiliation)	Suggested members (name/title/affiliation)
N/A	Robert Haché (VPRI, or designate), Chair
	Ray Jayawardhana (Dean, Science or designate), Vice-Chair
	Dezső J. Horváth (Dean, SSB or designate)
	Richard Hornsey (Interim Dean, LSE or designate)
	Ananya Mukherjee-Reed (Dean, LA&PS or designate)
	Mary Condon (Interim Dean, OHLS or designate)

5. Advisory Body

Current members (if applicable) (name/title/affiliation)	Proposed members (name/title/affiliation)
N/A	Daniel Bauer Dai-ichi Life Insurance Company Endowed Chair in Actuarial Science and Risk Management, Department of

	Economics, Finance, and Legal Studies, Culverhouse College of Commerce, University of Alabama, Tuscaloosa AL, the U.S.
	Patrick L. Brockett Professor, Gus S. Wortham Chairholder in Risk Management and Insurance, McCombs School of Business, The University of Texas, Austin TX, the U.S.
	Jeffrey A. Beckley Professional Actuary in Residence, Department of Mathematics, Purdue University, West Lafayette IN, the U.S.
	Michael J. McCord President, Microinsurance Centre, Appleton WI, the U.S.
	Susan Meltzer Vice President, Risk, Aviva Canada, Toronto ON, Canada
	Manuel Monteiro Partner, Mercer, Toronto ON, Canada
	David Promislow Professor Emeritus, York University, Toronto ON, Canada
	Colin Ramsay E.J. Faulkner Professor, College of Business Administration, University of Nebraska-Lincoln, Lincoln NE, the U.S. Johan
	Johan Janse van Vuuren Vice President, ORSA and Model Governance, Sun Life Financial, Toronto ON, Canada

Note: While the proposed Advisory Board has not yet achieved gender balance, we see this as a priority going forward and plan to work toward a more equitable balance in the very near future.

6. Objectives and expectations for 2018-23

6.1 GOVERNANCE

Director: Edward Furman

Associate Director: NA

Executive Committee (EC):

Current members (if applicable) (name/title/affiliation)	Proposed members (name/title/affiliation)
NA	Ida Ferrara Associate Professor and Chair, Economics, LA&PS
	Edward Furman Associate Professor and Director of Actuarial Science, Mathematics and Statistics, Science
	Usman T. Khan Assistant Professor, Civil Engineering, LSE
	TBA, SSB
	TBA, OHLS

Coordinator: TBA

External Advisory Council See 5.

Annual General Meeting (AGM): The AGM is to be held in the late spring each year, in conjunction with the RISC Forum, the Centre's annual conference. The purpose of the AGM is to discuss the annual report of the Centre, approve the Centre's budgets and statements of operation, ratify nominees for membership on the Executive Committee, and ratify proposed amendments to the Centre's Charter. We note that the (inaugural) RISC Forum, a strong contribution to the chartering of the Centre, took place on May 23, 2017 in Toronto.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

Some anticipated sources of external funding that RISC will pursue to finance its activities in the near future include:

(1) Overhead sharing from (a) grants that allow such overheads, (b) research projects funded by the industry, and (c) consulting contracts. It is perhaps noteworthy that at the individual level, we have sustained experience in (b) and (c) above. Namely, under the umbrella of MITACS – Accelerate cluster, Ph.D. Accelerate Fellowship and Post-Doctoral Elevate - we have run numerous

research projects with the Model Validation Unit, the ORSA unit and the Actuarial unit of Sun Life Financial – life insurer, as well as with the Actuarial Pricing unit of Wawanesa Insurance Canada – Property and Casualty (P&C) insurer. Also, we have recently had consulting contracts/industrial grants with, e.g., the Casualty Actuarial Society (Ed Furman and Ricardas Zitikis; Ed Furman, Alexey Kuznetsov and Daniel Hackmann) and the Society of Actuaries (Moshe Milevsky and Tom Salisbury; Yang Shen and Jianxi Su, Ed Furman and Jianxi Su).

(2) Infrastructural grants such as the Canada Foundation for Innovation.

(3) Research grants such as the NSERC Collaborative Research and Development Grants, the SSHRC Partnership Grants (as a result of discussions at the aforementioned RISC Forum event, we are putting together an application for a Partnership Grant with the Property and Casualty Insurance Compensation Corporation (PACCIC). PACCIC is industry-funded and approved by the regulator body that warrants protection to policyholders and claimants in the event of a collapse of a P&C insurer in Canada. We have formulated two problems of urgent interest to the P&C industry and plan to involve the regulator, that is, the Office of the Superintendent of Financial Institutions (OSFI) and the OCE Industry Academic R&D Collaboration and Commercialization Programs.

(4) Educational support grants such as NSERC Create (This was discussed at the RISC Forum event. A team of scholars from York, Western, University of British Columbia, Purdue University, and the University of Illinois at Urbana Champaign is planning to apply to the industrial stream of the NSERC Create in the upcoming grant cycle); MITACS Elevate; OCE Student Entrepreneurship programs; and Career Focus Grant of the Government of Canada (Kathy Smart, Director of ASPIRE at the Toronto Financial Services Alliance suggested an application to this group. Such a grant will allow us to create new – and supposedly unique – work integrated learning (WIL) opportunities for undergraduate and graduate students that would aim to: (1) involve insurance professionals in co-supervising simple research projects; (2) facilitate the transition of York graduates to a rapidly changing insurance market; (3) promote the benefits of advanced studies and research to the insurance industry; (4) attract talent to the insurance industry).

6.3 STRATEGIC RESEARCH DEVELOPMENT

When writing these lines, we find ourselves living the aftermath of the 2007 – 2009 subprime mortgage crisis, and also witnessing the days of the government debt crisis, with no end-date of the latter in sight. The catalysts of the two aforementioned crises are yet to be fully apprehended. The impacts are being felt by almost everybody. Two possibilities for the future are extant at this time: (1) a mathematical model, called the “Li model,” named for David X. Li, Ph.D. and qualified actuary) who was one of the horsemen of the 2007 – 2009 financial apocalypse; and (2) yet another global financial crisis, which “may entail the greatest debt jubilee in history” (Evans-Pritchard, 2016)¹.

Many researchers in the field find criticism of the Li model, in particular, and the accusations directed at quantitative methods and mathematicians, in general untenable and even inadequate. They may also disagree with the “prophets of doom,” as there have been major and aggressive regulatory efforts around the world to rectify the damage done to financial systems and economies, as well as to avoid a relapse (e.g., BASEL III and Solvency II). Nevertheless, as responsible academics within the proposed Centre, we are perfectly positioned to interrogate and explore such claims in depth.

As early as 1998, a group of mathematicians led by Professor Paul Embrechts of the Swiss Institute of Technology in Zurich wrote an illuminating paper which stressed some fallacies of the Gaussian copula approach to modelling dependence among risks. The same approach was two years later employed by David Li to price collateralized debt obligations, and then, nine years afterwards was accused of felling Wall Street. It is hard to say whether the message of Embrechts et al. (1998)² if plainly-written, better-communicated and comprehended by practitioners and regulators, would have averted the disaster, but the lesson has to be learned.

In spite of all this, the gap between theory and practice in the fields of actuarial and financial mathematics remains immense. In fact, it has arguably never been wider. This is really no surprise, as establishing a fruitful dialogue limited to only academics from distinct areas, e.g., Economics, Engineering, Finance, Law, Management Sciences, and Mathematics has proved to be rather limiting.

¹ Evans-Pritchard, A. (2016). UN fears third leg of the global financial crisis – with prospect of epic debt default. *The Telegraph*, September 22.

² Embrechts, P., McNeil, A., Straumann, D. (1998). Correlation and dependency in risk management: Properties and pitfalls, RiskLab, ETH, Zurich.

At RISC we believe that applications should rely on sophisticated research, and that in order for that research to transform thinking, the research should be interdisciplinary. Our strength therefore lies in combining in-house scholarly excellence in distinct quantitative and qualitative disciplines with the guidance of leading global risk professionals to generate new and innovative ideas in studying insurance risk and its implications, and to translate these ideas into better products and services (private sector) and policies (public sector). In addition, we are committed to ensuring that the impact of insurance policies and practices are considered within the interests of the public good.

Our research topics of immediate interest will be such intensively studied ones. They include currently funded projects. The chartering of the Centre will allow the expansion of the existing projects as well as the creation of new initiatives.

- longevity risk (life insurance) - Speaking plainly, longevity risk is the risk of decreasing mortality. It immediately translates, when overlooked, into higher than expected payouts made by life insurers (in, e.g., whole life annuities) and pension funds. It is a systemic risk and so is rather difficult to deal with, and it is of pivotal importance to developed countries, in which more and more people are surviving to advanced ages. (A project funded by the Society of Actuaries is now underway. The Centre's existence will enhance the collaborative possibilities for this grant.)
- catastrophe risk (property and casualty insurance) - Catastrophe risk is unique in the sense that insurers have to deal with a small number of interconnected and huge losses (as opposed to the classics of the property and casualty insurance, where the insurers face a large number of small and uncorrelated losses). As a result, predictive modelling and pricing become very complex, and resultant mistakes are detrimental. E.g., As a result of Hurricane Katrina in 2005, Allstate Insurance exited several coastal states in the U.S.; State Farm Insurance chose not to renew some of its policies; and Poe Financial went bankrupt. (A project funded by the Society of Actuaries is now underway, and broader discussions with Aviva Insurance Canada and Insurance Bureau of Canada are in progress.)
- stochastic modelling in risk assessment (foundations of insurance) - Risk measurement (or assessment) is a precursor to the much-desired contemporary goal of enterprise risk management. Furthermore, the need for risk measurement arises in a vast number of distinct contexts, be it a regulator assessing the risk exposure of financial institutions, a clearing house of an exchange that is setting margin requirements for

investors selling therein, or an actuary determining the price of a new product. In each case, a probabilistic model that formally describes potential losses and their interconnections is of basic importance for any informed risk analysis. (Projects funded by the Society of Actuaries and the Casualty Actuarial Society are underway, and broader discussions with the Property and Casualty Insurance Compensation Corporation, and potentially the Regulator, are in progress.)

In addition, we plan to explore the following “game changing” research directions:

- natural tontines (new and innovative insurance products) - In the latter part of the 17th century and for almost two centuries afterwards, the method used by many individuals to generate income in the senior years of the lifecycle was a so-called tontine scheme sponsored by government. Historically tontines promised enormous rewards to the last few survivors at the expense of those who died early, and in this shape, were eventually deemed a suboptimal way to manage and generate retirement income. However, tontines do not have to be structured in the traditional 17th century way, and, importantly, they would allow for sharing the already mentioned longevity risk within a group. (A project related to this topic and funded by the Society of Actuaries is now underway.)
- micro-insurance (new and innovative insurance markets) - Micro-insurance is the provision of conventional insurance products, such as life, health, casualty, and property insurance, tailored to the needs of low-income individuals in developing countries. Micro-insurance has been named “one of the four industry disruptors” by Towers Watson, and it is an important aspect of “financial inclusion”, a formal policy target, set by more than sixty countries around the world. (A certificate on the fundamentals of micro-insurance jointly offered by RISC and Milliman is to be launched with the inception of RISC.)

The list of immediate research topics described above, as well as the stakeholders involved that are mentioned therein, clearly argue in favor of the feasibility of RISC’s mandate, that is “to translate forefront research into product/service development and provision, public policy.” Indeed, we have already involved, or started the discussions to involve, such private industry representatives as Aviva Insurance Canada, Sun Life Financial, Milliman, Insurance Bureau of Canada; such professional organizations as the Society of Actuaries, the Casualty Actuarial Society; such public agencies as the Office of the Superintendent of Financial Institutions.

6.4 UNDERGRADUATE, GRADUATE AND POSTDOCTORAL MENTORING

RISC will foster an enhanced training environment for undergraduate and graduate students, and post-doctoral fellows.

(1) Undergraduate and graduate students will enjoy exposure to a multitude of industrial speakers (now achieved in the Actuarial Science (AC) curriculum through the “Actuarial Science Rendezvous” sequence of seminars), as well as to the aforementioned (see, 6.2) novel WIL internship opportunities with the industrial partners of the RISC. Discussions with the industry are underway, and a number of insurance professionals have indicated their interest in serving as co-supervisors, when the Charter is in place. The proposed WIL terms will have a research component similar to the NSERC USRA, and will be named “RISC – XYZ internship,” where XYZ is the participating insurance company’s name. In addition, we will be supporting – in conjunction with appropriate departments at York - undergraduate courses on such topics as the accounting, economics and law of insurance, as well as on insurance and risk management; in due time these courses may be consolidated into an interdisciplinary certificate in Insurance and Risk Management, and at RISC we have all the required expertise to accomplish and administer this. We hope to be in a financial position to start partially reimbursing the undergraduate students who pass the professional AC exams. Last but not least, we will extensively employ NSERC/SSHRC USRA, and York RAY to involve self-motivated and competent undergraduate students in RISC research endeavors.

(2) Graduate students will be: (a) encouraged to attend the regular (anticipated to be bi-weekly) research seminars and academic workshops organized by the RISC, and to present their works therein; (b) motivated to be involved with the industrial research projects splitting the time between the University and the partner organization; (c) stimulated to engage in interdisciplinary research supervised by faculty members from distinct Departments and Faculties at York. We also hope to introduce an annual award for the best Masters and PhD thesis in insurance studies.

(3) Based on successful funding applications, RISC will be committed to recruiting talented and open-minded Post-Doctoral Fellows that are interested in interdisciplinary and translational research in insurance studies. The benefits

for this group are similar to these already mentioned in (2) above.

6.5 DEVELOPMENT OF STRATEGIC AND EXTERNAL RELATIONS

The following examples of knowledge transfer cycles are regularly occurring events.

(1) The knowledge exchange between partner organizations and RISC: a problem that comes from/or is posed in close collaboration with an industrial partner will be investigated by a group that comprises the personnel from the RISC and the partner's representatives. Where feasible, a potential solution will be implemented on the partner's side and monitored by the team of developers. The practice/activity will be adjusted in response to the experiences.

(2) The knowledge exchange between policy makers and RISC: such as the catastrophe risk research theme mentioned in 6.3. Building on our expertise in Economics, Engineering and Mathematics, we will explore the possibility of "gluing" the home insurance coverages including the flood component with the so-called Sustainable Urban Drainage Systems (SUDS). The SUDS are a group of technologies that introduce pervious surfaces (e.g., green roofs, rain gardens, and pervious concrete) within urban regions to reduce the amount of the generated runoff, and thus to mitigate the risk of floods. As such, the SUDS can be potentially used to offset the tax paid for municipal storm water management. We will reach out to the municipalities to explore and analyze existing and potential regulatory options and incentives to foster SUDS' implementation and use.

(3) Knowledge exchange between the University students, academic and industrial community members and RISC is to be a regular and ongoing commitment of the Centre.

(a) RISC will introduce a common basis of investigation for York researchers from at least five Faculties as well as for scholars from outside of York. It will establish a fruitful and intellectually intensive environment so that the interdisciplinary research on various aspects of insurance can thrive, question and achieve its potential.

(b) RISC York will nurture established links with key decision makers in the insurance industry (those on our Advisory Board and beyond). Apart from the obviously very desirable financial support, we plan to acquire invaluable

insights into the most urgent practical problems that the insurers (and related financial conglomerates, such as, credit unions, pensions funds, etc.) face today, and work to develop encompassing solutions to these problems. Our research will be industry driven and critically focused using the required means to reach the best solutions for the time and circumstances.

(c) As a formal unit, RISC will strengthen collaborative initiatives and partnerships with other institutions, public communities and governmental bodies nationally and internationally. For instance, Michael McCord, President of the Micro-Insurance Center (WI, the U.S.) and a member of RISC's Advisory Board, has been very much interested in promoting our collective efforts and potential collaborations in his numerous trips to developing countries.

(d) RISC will organize scientific workshops based in academic excellence and mount short courses aimed at industry partners. The former will further fortify the connections with other academics, attract new talent (research students, Post-Doctoral Fellows and faculty), and promote the ORU in particular and York in general nationally and internationally. The proposed courses will inject capital, promote York's brand to the industry, improve the placement of our students after graduation, and increase undergraduate enrolments in the programs related to insurance studies.

6.6 UNDERGRADUATE OUTREACH AND RECRUITMENT

RISC has strong interconnections with the AC undergraduate program within the Department of Mathematics and Statistics (a stream within Mathematics for Commerce up until 2017). AC has been running in a considerably reworked shape for seven years now, and it has been quite successful both quantitatively (number of AC majors has doubled), and qualitatively (numerous links with industry have been created that resulted in various internship/co-op placements). RISC will serve as an additional attraction for new undergraduate students in the program. In fact, RISC will become a distinguishing feature of York's AC program, a crucial link between theory and practice that our competitors lack. On a different note, it is worthwhile noticing that attracting top talent to the financial sector has become a major priority of its key players. RISC will join forces with the Toronto Financial Services Alliance to attract and create talent for the insurance industry of tomorrow.

In the long run, we aspire to create an undergraduate certificate – and work with appropriate departments to develop an interdisciplinary program of study - in Insurance and Risk Management (IRM). IRM will build on the successes of the existing AC curriculum, and augment the quantitative aspects of insurance in particular and risk management in general with such “soft” facets as, financial regulation and law, accounting, strategic management, economics of insurance, behavioral finance, etc. In order to set-up the discussion on the IRM program, we hosted Susan Meltzer of Aviva Canada in 2015 – 2016, Mari-Jo Hill of the SAS in 2016 – 2017, and Chris Mandel of Sedgwick in 2017 – 2018: all are prominent members of the Risk Management Society (RIMS). RIMS is a preeminent international organization with ten chapters in Canada. It is dedicated to educating, engaging and advocating for the global risk community, and its Board of Directors have indicated some interest in supporting undergraduate curriculum of the kind we are proposing.

Last but by far not least, RISC will look into finding resources to hire a designated actuary that would bring the much-desired accreditation of York’s AC program. Speaking briefly, the Canadian Institute of Actuaries currently has an accreditation program that York cannot afford (as we cannot afford a fellow actuary), and this impedes the program’s growth seriously. One way to access resources is by embarking on the Bridging Program for Internationally Educated Professionals offered by the Government of Ontario.

7. Resource Commitments

VPRI: The Office of the VPRI will ensure that RISC has access to core operating resources throughout the Charter term, subject to the notes below, and subject to RISC meeting its ongoing responsibility to make good faith efforts to obtain external funding to offset the cost of these resources. Core operating resources are defined for this purpose to include: a) Director course release, stipend and benefits as mandated by the YUFA Collective Agreement; b) provision of up to \$35,000 (inclusive of all amounts from Central and VPRI and subject annually to budgetary constraints) in support of core expenses such as the Coordinator for CERLAC, whose primary role is to provide appropriate research support services; and c) discretionary operating funds up to \$2,000. In the normal course, ORUs are expected to use unallocated operating fund carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred.

The VPRI will arrange for the sharing of unrestricted overhead funding with ORUs based on the 75%:25% model. Any new unrestricted overheads shared by Faculties with the ORU may be expected to be applied to offset VPRI contributions to the ORU's core operating costs on a 2:1 ratio (that is VPRI will withdraw \$1 of core operating support for every \$2 of overhead funding received by the ORU).

In addition to core operating resources, the Office of the VPRI will make best efforts to provide the space allocation for RISC to meet needs identified in its charter application, acknowledging the high demand for space from visiting scholars, most of whom are international. The VPRI Office will also ensure RISC has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Lead Faculties:

As the Lead Faculty, the Faculty of Science will approve the release and stipend for the Director when that person is a member of the Faculty, as mandated by the Collective Agreement. The Dean or designate will serve as a member of its board. The Faculty of Science will consider factoring into its strategic planning the development of RISC in relevant areas including faculty complement, undergraduate, graduate, and postdoctoral fellow recruitment and training, communications, and advancement opportunities.

Participating Faculties:

The Participating Faculties agree to contribute to discussions of how to enable RISC's research success in areas including expanding membership, strategic research development, leadership, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities. The Deans (or designate) of the participating Faculties shall also sit on the board of RISC and participate in annual meetings.

Terms and Expectations for Sensorium: Centre for Digital Arts & Technology
(Sensorium)
2018 – 2023 Charter

1. Mandate

Sensorium is a research centre for creative inquiry and experimentation at the intersection of the media arts, performance, and digital culture. Sensorium's primary aim is to serve as a site for co-creation and shared critical reflection for students and faculty across the School of the Arts, Media, Performance and Design. Sensorium serves as a catalyst for examining how diverse media platforms enable multi-sensory perception and embodied experience, along with new modes of social engagement. Bridging disciplines and diverse communities, Sensorium researchers, artists and scientists explore networked connections between people, sentient environments, and ecologies of place.

2. Sponsoring Faculty

As the sponsoring Faculty, the School of the Arts, Media, Performance & Design (AMPD) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of Sensorium in collaboration with the Office of Vice-President Research & Innovation (VPRI). This support includes promoting membership in Sensorium, supplying a decanal representative to serve as Chair of its Board, coordinating annual meetings of the Board, and facilitating selection and approval of Directors for Sensorium as warranted. AMPD further agrees to integrate Sensorium objectives into its strategic research planning and to champion the development of Sensorium as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of Sensorium will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

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

- a. Dean (or designate), School of the Arts, Media, Performance & Design (Chair)
- b. Vice-President Research & Innovation (or designate) (Vice-Chair)
- c. Dean (or designate), Lassonde School of Engineering
- d. One Department Chair or Graduate Program Director from AMPD
- e. Senior Development Officer, School of the Arts, Media, Performance & Design (non-voting)

4. Directorship

AMPD will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 3-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2018-2023

Sensorium's research clusters are:

1. Performance, Embodiment and Sentient Systems
2. Media Environments + Ecologies
3. Future Cinema + Next Generation Gaming
4. Social Practice + Community Engagement

Research Mandate:

Sensorium's mandate will be broadened to include more expansive understandings of media, intermediality, and cultural mediation. In doing so, the ORU hopes to better realize the promise of Marshall McLuhan's idea of "sensorium" – the multisensory ways in which humans perceive the world and their relation to diverse media platforms. The expanded focus will enable Sensorium to move beyond aggregating work of individual researchers who run their own labs and allow for a broader cross-disciplinary conversation across the faculty, and the broader university, about the role that artistic media play in shaping our understandings of the relation between self and world. In other words, a renewed commitment to "sensorium" will allow the ORU to make intermediality (encounters between discrete media) and larger questions of materiality (media as material objects, devices, assemblages) the basis for shared research. Additionally, realizing the promise of "sensorium" means considering how embodied experience and situated perception are shaped in and through various kinds of mediation, allowing the ORU to better attract student and faculty researchers who have long histories of studying bodies in relation to technology, and also how bodies are culturally mediated in both technological and non-technological terms.

Community-Engaged Focus:

Sensorium's research focus will be further expanded by collectively investigating media arts as public-facing activity that plays a central role in the cultural life and well-being of communities and actively engages in outreach beyond the academy. To do so, the ORU will organize events and research clusters focused around social practice, community-based projects, and digital activism. Sensorium will also devote more sustained attention to researching networked connections between people, sentient environments, and ecologies of place.

Incubator for Innovative Research-Creation Methodologies:

Sensorium will be positioned as a site for reflecting on how art – as a particular technology of perception – is itself a unique form of knowledge creation that challenges conventional understandings and evaluation of knowledge within the academy. Through creation-based projects and practical workshops open to all university members, and symposia engaging

international researchers in meta-critical questions around practice-based research, Sensorium will cross-pollinate research-creation methodologies and serve as an international think tank for reflecting on the problems and possibilities of artistic research.

Sources of External Funding:

Sensorium members will continue to be active in the development of large-scale SSHRC Partnership Grants as PIs and Co-PIs. Members will also continue to seek smaller scale infrastructure grants (CFI) targeting specific technologies. Members will continue to apply for SSHRC Connection grants in support of conferences, symposia, and events, as well as funding from arts council grants in support of exhibitions, performances, residencies, and workshops. Sensorium will also renew efforts to seek alternative sources of funding through foundations, ongoing work with external partners, and with the help of the new advancement officer in AMPD.

Enhance the Training Environment for Students and Post-doctoral Fellows:

Sensorium will continue to provide an excellent interdisciplinary training ground for undergraduate and graduate students, and for postdoctoral fellows housed at the Centre. The goal is to enhance the training environment at York by providing opportunities for graduate students to work as research assistants in Sensorium-affiliated labs, assisting them in gaining valuable practical skills in working with new media, as well as research assistants on curatorial projects and academic conferences. Sensorium will also provide students and postdocs with resources and opportunities to take the lead in developing forums for showcasing their own research/creation, and for fostering networking and professional development opportunities.

As part of the new mandate, Sensorium will pursue research events and educational activities that bring together graduate students from across AMPD. This will be done through:

1. Continue working closely with the Sensorium Graduate Student Caucus to support an annual graduate student run conference and speakers' salon.
2. Work with the Associate Dean Research office to develop an annual research award recognizing excellence in media arts research and creation among Sensorium graduate students and postdocs.
3. Work closely with AMPD graduate program directors to develop an innovative Summer Institute when appropriate that will operate outside of department silos and attract graduate students from across the Faculty.

Engage in Knowledge Transfer and Knowledge Mobilization:

Sensorium will continue to engage in a range of activities and events designed to facilitate knowledge mobilization to a wide audience of local, national and international stakeholders including educational institutions, community organizations, cultural producers and industry. Activities will include organizing, collaborating, partnering and promoting speaker series, workshops, book launches, exhibitions, symposia, and conferences.

Overall deliverables and metrics:

Deliverables	Metrics
<ul style="list-style-type: none"> • Maintaining and developing space for graduate students, postdocs, and faculty researchers • Offering annual seminars, public talks, salons collaborative summer institutes • Providing technical workshops to graduate students and faculty members to train them in emerging technologies • Supporting professionalization opportunities for graduate students and postdocs including the creation of a Sensorium Media Arts Award • Developing and supporting new funding applications at the municipal, provincial and federal levels • Developing community outreach strategies and networking with cultural organizations and potential industry partners • Developing guidelines and best practices for meaningful engagement with non-academic partners including scenarios for internships, mentorship, consultation, in-kind donations and financial support • Continuing to house the journal PUBLIC: Art, Politics, Ideas • Hosting two international conferences over the course of the new charter period • Continue to support technical innovations, content creation, and application development for emerging media across a range of platforms 	<p>Individual research achievements</p> <ul style="list-style-type: none"> • External funding • International conferences • Publications (citations) • Exhibitions, screenings and performances • Technical innovations, content creation, and application development for emerging media • Contributions to policy makers • Public demonstrations and workshops • Links to external partners and collaborators that result from this ORU <p>Sensorium supported research and activities</p> <ul style="list-style-type: none"> • Internal and external participation at events hosted and sponsored by Sensorium • Number of collaborations across AMPD departments and York University, and with external partners • Increase the number of faculty and student Sensorium members from outside of AMPD • Coverage of Sensorium events and researchers in the press • Awards and scholarships received by graduate assistants and postdocs working with Sensorium researchers • Postgraduate placements and academic appointments for graduate students working with Sensorium researchers • Track external attendees at ORU-sponsored events in order to identify and nurture a community of engaged supporters • Potential impact of technical innovations, content creation, and application in the creative industries

6. Resource Commitments

AMPD:

The Faculty is committed to ensuring Sensorium has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend and

benefits for the Director. AMPD will also fund a 0.5 FTE staff coordinator and operating funds of up to \$2,000 annually. AMPD will provide appropriate lab, office and other spaces as needed for Sensorium to meet its objectives. It will seek to support Sensorium to develop new spaces as required for its work in the future.

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of unrestricted overhead funds to be allocated to the ORU. The Faculty's allocation of overhead funds to the centre will use the VPRI model of 75% as a guide for consideration.¹

However, as Sensorium continues to mature, overheads for new projects administered may be expected to be applied to offset Faculty operating cost contributions on a 2:1 ratio – the Faculty will withdraw \$1 of core operating support for every \$2 of net new overhead funding received by the ORU after any deductions made by the Faculty. Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

VPRI:

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

7. PIER

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

8. Appendices

Appendix A – Proposed Members of the Executive Committee

Michael Longford , Director, Sensorium
Robert Allison , Professor, Electrical Engineering and Computer Science
Jennifer Fisher , Professor, Visual Art and Art History
Laura Levin , Associate Professor, Theatre & Performance Studies
Janine Marchessault , Professor, Cinema & Media Arts

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

Ken Rogers, Associate Dean Research

Doug Van Nort, CRC, Computational Arts/Music/Theatre

Alison Humphrey, PhD Candidate in Cinema and Media Studies, Sensorium Graduate Student
Caucus Representative

Appendix B – Proposed Members of the Advisory Committee

Philip Beesley, School of Architecture, University of Waterloo (Kitchener/Waterloo)

Amahl Hazelton, Head of Communications, (Destinations), Moment Factory (Montreal)

Michael Jemtrud, Director, Facility for Architectural Research in Media and Mediation, McGill
University (Montreal)

Alan Macy, Research and Development Director, past President and Founder of BIOPAC Systems,
Inc. (Montreal)

Isabelle Rousset, Educational Coordinator, Derivative, Touch Designer Software (Toronto)

GR or UG	Program(s)	Degree	NOI	Departmental Curriculum Committee	External Review	Faculty Council	Senate	Quality Council	MAESD (govt funding and OSAP)	Ready for Recruitment publications (final deadline is May 2020 Senate)	Notes
Liberal Arts and Professional Studies											
	UG	Liberal Arts	BA								
	UG	Commerce	BCom	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Ready - existing program
	UG	Justice Administration	BA								
	GR	Master of Science in Management Practice	MSc	Done	Done	January 2018	May 2018	June 2018	July 2018	July 2018 submission for November 2018 Decision	
	GR	Graduate Diploma in Management	Grad Diploma		done	n/a	May 2018	June 2018	July 2018	July 2018 submission for November 2018 Decision	
Arts, Media, Performance and Design											
	UG	Visualization, Entrepreneurship, Research, Games and Entertainment (VERGE)	BA	November 2016	Fall 2018 (expected)						With Seneca
Education											
	GR	Education (professional part-time)	MEd	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Ready - existing program
	UG	BEd Science I/S	BEd	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Ready - existing program
Lassonde											

	UG	Computer Science	BSc									Originally planned as existing program, now will be new.
	UG	Liberal Engineering	BASc									
	GR	Master of Science in Data Science	Master's	August 2016	Fall 2018	Fall 2018 (anticipated)						Name changed from Big Data to Data Science
Science												
	GR	Master of Bio Technology	Mbiotech	April 2017								
	UG	Medical Biotechnology	BSc	April 2017								
	UG	Entrepreneurial Science	BSc	April 2017								
Environmental Studies												
	UG	Environmental Studies	BES	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Ready - existing program	
DEADLINES for PROGRAM APPROVALS												
Notice of Intent	Aug 31, 2018											
Faculty Approval	May 2019											
Senate	May 2020	Deadline for publication in recruitment materials*	*Programs may be publicized with caveats about Quality Council approval and MAESD approval once approved by Senate.									

OFFICE OF RESEARCH ETHICS

Annual Report of the BIOSAFETY COMMITTEE (BSC) 2016/2017

MEMBERSHIP

Amro Zayed, *Biology*
 Andrew White, *Biology (on sabbatical from Jan to Dec 2016)*
 Brad Sheeller, *Manager, Health Safety & Compliance, Science [Ex-officio]*
 Dorian D'Angelo, *Facilities Manager, Science [Ex-officio]*
 Edward Secnik, *Mgr., Health, Safety, Security & Facilities (Lassonde School of Engineering)*
 Jay Majithia, *Biosafety Officer*
 Jean-Paul Paluzzi, *Biology*
 Julie Panakos, *Vivaria Supervisor [Ex-officio]*
 Maria Mazzurco, *Biology*
 Olivier Birot, *Kinesiology & Health Science*
 Pouya Rezai, *Mechanical Engineering*
 Robert Peat, *H.E.P.A. Filter Services (Community member)*
 Tara Haas, *Kinesiology, Chair*
 Tom Hodgson, *Facilities Manager, Health [Ex-officio]*
 Wendy Jokhoo, *(ORE, Administrative support)*
 Alison Collins-Mrakas, *(ORE, Administrative support)*

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved and/or provided renewed approval for protocols for the academic year 2016/2017.

All protocols, presented to the committee for review, were approved with little or no comment. No research protocol submitted to the committee for review required more than minimal revision on the part of the Principal Investigator. There were no issues of concern with respect to biological safety and research activities.

Committee Activities

In the 2015-2016 academic year, the BSC and the Biosafety Officer undertook the following in support of the policy/process and or procedural improvements:

1. Biosafety Inspections

Total Laboratories Inspected	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
FSE-Biology	8	7	4	6	6	10	11	1	9	12
FSE-Chemistry	1	4	1	3	0	5	3	1	2	0
Faculty of Health	2	1	6	3	3	7	6	1	6	0

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Faculty of Engineering									9	1
Percent CL-2 Labs	73%	100%	27%	43%	78%	72%	68%	100%	81%	77%

As of 2017, there are currently 60 certified labs. The BSC agreed to increase the number of inspections performed annually such that each lab is inspected at least once a year and CL1 labs will be conducting self-inspection checklists. Compliance to basic lab safety rules must be ensured for each lab holding a biosafety certificate. In the event of an incidence of non-compliance (such as failure to wear appropriate PPE; failure to use appropriate sterilization), the issue(s) was discussed with and corrected by the PI/Faculty member in charge of the lab. There were no instances of prolonged or recurrent non-compliance.

2. Biosafety Training

Total Number of Authorized Users	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
	93	102	141	137	137	146	194	153	167	173
Number of PIs Trained	3	2	15	8	1	8	24	0	0	0
Number of classes held	4	9	11	8	20	15	20	7	9	9

Since the introduction of biosafety training in 2008, 1270 faculty, staff, and students have attended a session. This includes 61 Faculty members.

Biosafety training tests have now migrated onto Moodle and all personnel who undertake the class-based training will complete the test online.

The Biosafety Officer is working on a required online Biosafety training for investigators, as part of compliance to the Canadian Biosafety Standards.

3. Biological Safety Cabinet/Laminar Flow Hood Certifications

Total Number of Certified BSCs	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
	37	34	35	47	46	37	40	38	41	43

The number of biosafety cabinets (Class II/A2) fluctuates due to the decommissioning and/or purchasing of biological safety cabinets.

4. New/updated Documentation/Processes

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In light of current and pending legislative changes, all current processes and forms will continue to be reviewed and, wherever required or appropriate, will be amended and updated accordingly.

The Biosafety Committee has agreed to implement a Project-Specific Risk Assessment Form, allowing researchers to perform and document a risk assessment on their awarded grants that will help the committee to identify potential risks in their proposed projects, as well as put measures in place and make relevant recommendations to minimize or mitigate the risk.

Streamlined permitting process:

To reduce the administrative burden on Biosafety permit holders, a new permit application process has been approved and implemented by the Biosafety committee.

Through the term of the validity of a permit, new lab members will be added to permits by completing an Agreement on Biosafety for Lab Personnel, and new grants will be added to permits by completing a Project-Based Biosafety Risk Assessment form. This form will need to be in place prior to funding being released for newly awarded grants.

The annual Biosafety permit renewals will be replaced with increased lab inspections (minimum one per year per permit holder), and a full Biosafety Permit application will be required every 3 years.

5. Government Contacts

Regulations under the *Human Pathogens and Toxins Act*:

As stated previously, new regulations developed under the *Human Pathogens and Toxins Act (2009)* have come into full effect as of December 1st, 2015. York's Biosafety Officer, along with those from other Ontario universities, has actively participated in all the consultation processes held in the Greater Toronto Area. These regulations have significant impact on the research community that use biological agents and animals. Specifically, researchers from the Faculty of Health, Faculty of Engineering, and Faculty of Science will be directly affected.

York University has applied for two licenses, a RG2 license and a RG3 license. As PHAC reviews the application, they will contact the BSO to make the required changes. In addition to licensing the institution, several other requirements will be addressed, including, but not limited to: inventory maintenance, local area risk assessments and inspections.

In response to the new requirements, updated processes, procedures and attendant forms will be developed accordingly and implemented through the licensing term to ensure compliance.

RG2 and RG3 License issued with conditions:

PHAC has issued York University its Risk Group 2 license (valid till August 2021) and Risk Group 3 license (valid till August 2019), subject to conditions, allowing restricted activities

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to ensure compliance. Copies of the licenses are available upon request from the Biosecurity Portal.

Along with the license application, York University also completed a Plan for Administrative Oversight. PHAC has commented on specific sections relating to dual-use potential (sections 4 and 5 in the Plan), and amendments in policies and procedures will be proposed by the BSO and reviewed by the Biosafety committee to clarify the queries addressed by PHAC (due in August 2017).

Import Permits and Lab Accreditation:

As of December 1st, 2015, York University no longer requires import permits and compliance letters from the Public Health Agency of Canada regarding purchases and acquisition of Human Pathogens and Toxins. For all Animal Pathogens, import permits and compliance letters will be issued by the Canadian Food Inspection Agency and in order to import exotic biological agents for study. Lab areas must be certified in order to obtain a permit.

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Annual Report of the
Human Participants Review Committee (HPRC)
2016-2017

MEMBERSHIP

Amalee Lavigne, *Community Member*
 Anders Sandberg, *Environmental Studies*
 Celia Popovic, *Education*
 Cheryl Van Daalen-Smith, *Nursing*
 Christine Kovacs, *Community Member*
 Daniel McArthur, *Philosophy*
 Denise Henriques, *Kinesiology & Health Science, Chair*
 Erin Ross, *Psychology, Vice-Chair REB 1*
 Jennifer Kuk, *Kinesiology & Health Science, Vice-Chair REB 2*
 Jennifer Stephen, *History (on sabbatical)*
 Josee Rivest, *Psychology*
 Patricia Lynch, *Privacy Office, Ex-Officio*
 Patrick Alcedo, *Dance*
 Petros Faloutsos, *Electrical Engineering & Computer Science*
 Sarrah Lal, *Community member*
 Tamara Kelly, *Biology*
 Yemisi Dina, *Osgoode*
 Veronika Jamnik, *Kinesiology & Health Science (on sabbatical)*
 Wade Cook, *Schulich School of Business*
 Alison Collins-Mrakas (ORE, Administrative Support)
 Wendy Jokhoo (ORE, Administrative Support)

PROTOCOLS REVIEWED AND APPROVED

The Office of Research Ethics (ORE) received a total of 569 new protocols (Faculty and Graduate students) for review by the Human Participants Review Committee (HPRC) in the academic year 2016/17.

The committee as a whole reviewed and approved 401 faculty protocols for the academic year 2016/17. The attached spreadsheet (Appendix A – Sheet Faculty) provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of protocols submitted to the committee were approved or were approved subject to minor revisions of the protocol and/or informed consent form. In a few limited

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circumstances, protocols required more thorough follow up and/or revisions. However, no protocols – student or faculty - were rejected by the committee. Similarly, there were no instances of revocation of a protocol by the committee. There were a number of protocol related queries, issues and/or complaints lodged during the academic year 2016-17 which required appropriate action be taken. The few queries and/or complaints of a significant nature were resolved expeditiously. Resolution was achieved without further actions or significant sanctions required (i.e. as per the Senate Policy on Research Misconduct).

Graduate student protocols submitted for review continues to increase. From June 2016 through May 2017, 168 protocols were submitted to the Chair (and Vice-Chair when the Chair is absent) for review. Due to the continued efforts towards effective ORE outreach and education activities (for example “Ethics 101”), student research ethics protocols have improved such that few protocols required more than minimal revision. That being said, due to the sheer volume of protocols subject to review, student research ethics review continues to represent a significant workload for the Chair (and Vice-Chair) as well as Associate Deans, Research, Faculty of Graduate studies. As a result, the workload of the Chair, HPRC in particular, is significant.

As per the TCPS and the process of delegated reviews, Faculty/Departmental Ethics Review Committees are responsible for the review and approval of all undergraduate course-related research, undergraduate independent research, graduate Major Research Papers and graduate course-related research. A summary chart (Appendix B) lists the number of protocols reviewed by Faculty/Departmental Ethics Review committees and is appended to this document.

COMMITTEE OPERATIONS and ACTIVITIES

As in previous years, the committee continues to function well with few if any operational issues beyond that of workload, which is substantial. The committee continues to enjoy the breadth of perspective to the review of protocols that our community members bring to the process.

In terms of total number of protocols submitted, we continue to see an increase in use of the online submission system. It should be noted that ORE began the move towards paperless submissions in 2017. Given the increased ability to ensure both compliance with changing guidelines and efficiency/timeliness of reviews, as of January 2017, all protocols are to be submitted on-line via our web-based system. Hard copy protocol submissions are still accepted however for those researchers who require that option.

As the implementation of the ethics portion of the SOPHIA system has been suspended, ORE continues to rely on our in-house online ethics submission system. However, as the in-house system is now 6 years old, and does not yet have the capability to accept renewals and amendments, an upgrade of the in-house system is needed. The ongoing use of both paper based and web based protocol submissions has proven to be a significant operational pressure. Maintaining paper based and on-line ethics protocols, renewals and amendments is labour intensive as this requires the

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manual review and approval of protocols as well as the manual issuance of certificates, filing of documentation and other records. ORE will be working with UIT in 2017/2018 to take whatever steps possible to upgrade the in-house ethics protocol submission system

The Aboriginal Research Ethics Review Advisory Group, continues to broaden its advisory role. In 2016-2017, the committee reviewed 29 protocols, thus greatly enhancing both compliance with regulatory guidelines and knowledge of research ethics considerations as they speak to Aboriginal research.

EDUCATIONAL INITIATIVES

As in past years, The Office of Research Ethics has continued to provide education and outreach activities to a variety of stakeholders and audiences. Ethics 101 is offered to graduate and undergraduate students in a classroom setting; in a number of cases as part of the curriculum. To facilitate a broad understanding of research ethics policy and procedures and inculcate a research ethics culture within the research community, the Office of Research Ethics provides over 30 – 40 ethics educational presentations a year to a broad range of research community members including- staff, faculty and graduate and undergraduate student audiences in a wide variety of disciplines.

In addition, ORE has instituted monthly Brown Bag seminars that provide brief overviews of ethics policy and procedure as well as introduce a new topic in research ethics for the purposes of answering researchers' questions or discussing issues that have arisen.

Advisory and consultative services – in particular one on one meeting with researchers – continue to be accessed by students and faculty researchers alike and have proven to be a well utilized resource for the research community. ORE staff provided direct assistance to staff, faculty and students as they prepare ethics documents and/or seek advice on matters relating to ethics review processes and requirements. As a consequence of the consultative services provided, protocols submitted are generally more complete and with few significant or substance process, content or procedural concerns. The impact on the ethics review process has been a positive one as protocols are reviewed in a much timelier manner, improving the overall efficiency of the review and approval process. Researchers continue to express appreciation for the resources provided and the relative ease with which they now are able to make submissions, receive committee comments and obtain ethics approval.

ORE facilitates advisory meetings between researchers and members of our Aboriginal Research Ethics Review Advisory Group for the purposes of navigating the often complex processes associated with research involving First Nations, Metis and Inuit.

Under the direction of the HPRC, the Sr. Manager and Policy Advisor, Research Ethics, continued to liaise with the various Faculties and their respective Research Officers as

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well as senior staff and scholars, external agencies and colleagues to identify and better address discipline specific ethics review issues.

CURRENT AND FUTURE ACTIVITIES

While the Office of Research Ethics undertook several activities to assist researchers with regards to ethics compliance and protocol submissions, the primary focus of the ORE has been the implementation of the new standardized research ethics protocol(s). Following a consultative process undertaken throughout 2015-2016, ORE sought to consolidate, harmonize and standardize relevant research ethics documents wherever possible with a goal to standardize research ethics protocols, harmonize communication of ethics review policy and processes and enhances ethics review and reporting using standardized forms and/or resources. The impact of standardization is: increased effectiveness of review process and reporting; enhanced compliance with current guidelines and Reduced ethics review time through improved efficiency

Education and outreach regarding the new protocol and processes was undertaken in the Fall 2016 and has continued throughout 2017. The implementation of the streamlined ethics protocol and related processes rolled out as planned:

HPRC - New protocol implemented January 2017

FGS (Graduate theses and dissertation research) - Implemented Fall 2017

Delegated Ethics Review (Course Related) – Implemented Fall 2017

ORE continued to liaise with faculty, staff and students to assess the effectiveness of the new protocol, the new website/communication materials and the education and outreach activities. Further refinements of the protocol and related documentation is expected to be undertaken in 2017/2018.

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Appendix A New Research Projects Reviewed

New Research Projects	No. of New Approvals
HPRC Faculty Members	401
HPRC Grad Students	168
TOTAL	569

APPENDIX B Protocols Reviewed by Faculty/Departmental Ethics Review Committees

FACULTY	UG Course	Grad Course	Undergrad independent /individually directed research	Graduate major research papers	Theses	Dissertations	TOTAL (excluding Theses & Dissertations)
AMPD	6	0	25	0			31
Education	1	0	0	6			7
Lassonde	1	0	1	0			2
FES	1	12	7	27			47
Glendon	6	0	0	0			6
Graduate Studies*	n/a	53	n/a	153			206
Health	8	0	5	4			4
LA&PS	16	0	3	0			
Osgoode	0	0	15	0			15
Science	1	0	0	0			1
Schulich	0	19	0	0			19
TOTAL	34	84	31	190	0	0	307

* Some departments are included in the totals for Grad Studies

**Not all departments within the Faculty submitted reports

ns = none submitted

na - not applicable

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Annual Report of the ANIMAL CARE SUB-COMMITTEE (ACC) 2016-2017

MEMBERSHIP UPDATE

Christopher Perry, *Kinesiology & Health Science*, **Chair**
 Gausiya Khan, *Community Member*
 Georg Zoidl, *Biology*
 Jay Majithia, *Biosafety Officer*
 Joseph DeSouza, *Psychology*
 Julie Clark, *Biology*
 Julie Panakos, *Psychology*, *Vivaria Supervisor*
 Kari Hoffman, *Psychology*
 Lisa Dennis, *Non-Animal User*
 Melissa Madden, *University Vet*
 Nicole Nivillac, *Biology*
 Olasunkanmi Adegoke, *Kinesiology & Health Science*
 Scott Kelly, *Biology*
 Thilo Womelsdorf, *Kinesiology & Health Science (on sabbatical from Jan 2017)*
 Tom Hodgson, *Facilities Manager – Health*
 Patrick Turnbull, *Student Rep*
 Alison Collins-Mrakas, *ORE (Regulatory advice and support)*
 Wendy Jokhoo, *ORE (Administrative support)*

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved **10 new protocols, 3 course protocols, 40 renewals, and 33 amendments** for the academic year 2016/2017 for a total of **86** protocols reviewed. The attached spreadsheet provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of the protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol. A small number of protocols required further inquiry and/or clarification prior to being granted approval. These instances are noted in the minutes of the Animal Care Committee (ACC). The Chair and/or the Vivaria Supervisor met with the researcher(s) in question directly to put forth the committee's queries and upon receiving a satisfactory explanation and a revised protocol the protocol was then approved. There were no instances in which the protocol was rejected.

FACILITIES INSPECTIONS

In compliance with relevant regulatory requirements, inspection(s) of the vivaria facilities was undertaken by the Animal Care Committee. Deficiencies and required changes were noted by Committee and recommended changes were addressed directly wherever possible. Significant facility upgrades and/or renovations were given the necessary attention of the relevant institutional offices (Office of the Vice-President Research and

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Innovation via the Vivaria User Committee. Renovations and facilities upgrades are underway, completed or planned as required.

Similarly, Post Approval Monitoring (PAM) of current animal care protocols were conducted in accordance with the PAM inspection process. No significant protocol deviations and/or deficiencies were found.

REGULATORY INSPECTIONS

As per relevant legislation/regulations, the Provincial Veterinarian/OMAFRA undertook a site visit for the purposes of conducting an inspection of the animal care facilities. A number of facility related deficiencies and/or findings of non-compliance were identified and were responded to.

The animal care facilities are currently registered and have a current certificate of Good Animal Practice.

APPRC Priorities

Priorities 2017-2018 and Status			
Priority	Specific Outcomes	UAP Objective(s)	Objectives / Status
Quality and the Pursuit of Goals Associated with the UAP	<ul style="list-style-type: none"> • Work with ASCP and others to define quality / excellence • Foster collegial understanding of quality imperatives • Provide positive examples of innovation and quality • Collaborate with ASCP on areas of mutual interest, including through the Joint Sub-Committee on Quality Assurance – joint meeting of the two committees is planned 	<p>Priority Area 1: Innovative, Quality Programs for Academic Excellence</p> <p>See also introductory text. This is the Committee's overarching priority for the year.</p>	<ul style="list-style-type: none"> • Arrange meeting with ASCP, develop agenda and work plans Meeting held May 31 • Determine how best to engage Senators and the collegium Forum of Ideas held in February • Reflect on UAP spotlight series and determine if and how it should be continued Discontinued
Strategic Research Plan renewal	<ul style="list-style-type: none"> • Chair is a member of the Advisory Committee • Committee input on matters of process • Frequent reports by VPRI • Input on drafts 	<p>Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities</p>	<ul style="list-style-type: none"> • Advice and input (Ongoing throughout the process) • Recommendation to Senate in the spring of 2018 (SRP approved by Senate in May)
Markham Campus Planning	<ul style="list-style-type: none"> • Standing item on the Committee's agenda • Timely, meaningful discussion of academic dimensions of the campus • Consideration of specific proposals • Advice to the Provost and others 	<p>Priority 5. Enhanced Campus Experience and</p> <p>Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and</p>	<ul style="list-style-type: none"> • Facilitate Senate discussion of governance options paper (Completed) • Coordinate with Provost, ASCP (Frequent reports to Senate; meeting with ASCP held May 31)

		related Creative Activities	
Innovative Engagement with Faculty and YUL planners	<ul style="list-style-type: none"> Request written responses, with in-person meetings only at the request of the Deans, Principal and University Librarian or in response to written suggestions Development of questions that will allow for consistency, monitoring of developments 	Priority Area 1: Innovative, Quality Programs for Academic Excellence and Priority Area 7. Enabling the Plan	<ul style="list-style-type: none"> Deans, Principal, University Librarian advised of new format, timing (Completed) Development of question(s) (Completed) Report to Senate winter-spring 2018 (preliminary) Fuller report and action plan in early autumn
Further work on metrics in the context of APPRC's "tracking progress initiative" ¹ and preparation for SMA3 Now "Incomparable metrics"	<ul style="list-style-type: none"> Completion of consolidated report on Faculty Council responses to request for input Further correspondence with Faculty Councils leading to discussions Sharing of practices and possibilities Discussion of metrics at Senate Input into York's SMA III metrics, influence on system-wide UAP injunctions to "enhance data analytics to increase access to information and evidence-based decision making" and "Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking 	Addressed in "The External Landscape" section Objectives in Priority 7. Enabling the Plan	<ul style="list-style-type: none"> Review Faculty Council submissions (November) (Completed) Summary report and action plan (November-January) Consider how best to reanimate a dialogue (Ongoing) Review SMA2 agreement and begin discussion of metrics in anticipation of SMA3 Meeting with Librarians on May 31

¹ In January 2017 APPRC asked Faculty Councils to provide input on the kinds of measures they use to track progress on the achievement of objectives. The Committee will review submissions and report to Senate and Councils this autumn as part of an ongoing dialogue.

	advantage of repositories of best practices”		
Other Priorities	New Faculty creation	Consultations suspended; coordinators to reflect with APPRC on process, status	Several updates and discussion with coordinators on May 17
	Non-Degree Studies	Annual report received; members wish to explore process, legislative framework, coordination	Report to Senate in June; review of policy and procedures in 2018-2019

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



Joint Report to Senate

At its meeting of June 14, 2018

FOR INFORMATION

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

Attached as Appendix A is the Spring report of the Joint Sub-Committee on Quality Assurance.

2. Annual Report on Non-Degree Studies

Vice-Provost Pitt has submitted the most recent annual report on Non-Degree Studies. The Committees' received the report at meetings held in May.

It was agreed that the 1995 Senate Policy – and the procedures that flow out of it – should be the subject of a review as a priority for the two committees. Prompted by a question from the Dean of Liberal Arts and Professional Studies to APPRC, we agree that it is essential to have greater clarity about the framework and approval processes, including the role of an advisory committee. The Provost and Vice-Provost Academic have agreed to bring back recommendations in this regard in the near future.

The University Academic Plan highlights the role of the School of Continuing Studies, which “helps to strengthen York’s commitment to access and lifelong learning.” The UAP identifies continuing education as a “further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support.”

Even so the School is not alone. It is said to “complement other professional development schools at York and reinvigorate our commitment to flexible learning and student mobility.” A UAP objective is to “expand the programs offered through our continuing studies and professional development units.” Our committees expect that a dialogue leading to the modernization of the Policy and procedures will provide an important opportunity to further UAP objectives in this domain.

Documentation is attached as Appendix B.

T. Loebel, Chair, APPRC
K. Michasiw, Chair, ASCP

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

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

The Sub-Committee met on May 30, 2018 and submits the following report to the full Committees.

1. Cyclical Program Reviews: Completed Final Assessment Reports

The Committee reported in January that it had received and reviewed the dossier and Final Assessment Report for Communication and Culture. The document was withheld pending the completion of a parallel process at Ryerson, which jointly houses the program with York. Both processes have now completed and the Committee agrees that it will not be necessary to meet with members of the program and Deans.

Documentation is attached as Appendix A.

2. Status of Other Cyclical Program Reviews

The Committee received draft Final Assessment Reports for eleven other Cyclical Program Reviews (CPRs). As always, individual members (supplemented by the Co-Secretaries) present commentaries that focus on process and substantive issues. They make recommendations about the FARs (as do other members) highlight special aspects, and offer opinions as to whether or not the Sub-Committee should convene meetings. The FARs are being amended to reflect discussion at the meeting and will be presented to the Committees in the autumn.

The Sub-Committee will invite members of a graduate program and a department in LA&PS to meet in person to discuss issues associated with their CPRs. It hopes to schedule these meetings in June at which point it will be possible to provide APPRC and ASCP with additional information.

3. Eighteen Month Follow Up Reports

The Sub-Committee's first report conveyed 19 follow-up reports. Another six have been received and are hereby transmitted to APPRC and ASCP. The Sub-Committee is satisfied that programs have paid due regard to recommendations arising from the CPR process.

Documentation is attached as Appendix B.

4. The University Academic Plan in CPRs

It is intended that participants in CPR processes address University Academic Plan (UAP) priorities. The self-study template has recently been revised to elicit fuller information linking the general objectives, specific features and initiatives of programs in relation to the priorities of the UAP.

Academic Policy, Planning and Research Committee

Report to Senate

It is imperative programs take account of, and act on, goals set out in the UAP. The Sub-committee noted examples of such alignments within the group of Social Science CPRs this cycle. There is definite room for programs to multiply and magnify their UAP correlations, both within curriculum planning and reporting. The Sub-committee strongly encourages continued efforts in this direction.

5. Equitable Distribution of Supervision

As always, the Sub-Committee looks to identify trends or common concerns along with confirming (or not) that individual program Implementation Plans match expectations and reflect recommendations. One matter that many reviewers have surfaced repeatedly is the unequal distribution of graduate supervisory duties among colleagues. In this light, the Sub-Committee has recommended to the FGS Dean that a task force be struck to address this question.

6. Changes to the Final Assessment Report

Based on feedback from the Quality Council, and consistent with practices elsewhere, it has been recommended by the Vice-Provost Academic that the Sub-Committee itself take on the role of authoring the Implementation Plans. The Vice-Provost Academic will draft text to accompany the completed CPRs and the Sub-Committee will determine what modifications should be made before they are finalized and incorporated into the Final Assessment Reports. This is a provisional arrangement that will be codified when other necessary and desirable changes are made to the YUQAP.

Gerald Audette, Chair of the Joint Sub-Committee



Communication and Cultural Studies Joint Graduate Program (MA and PhD) York University and Ryerson University

Cyclical Program Review – 2009 to 2016

Final Assessment Report and Implementation Plan

Reported/Approved:

- **York University Joint-Committee on Quality Assurance: May 2018**
- **Ryerson University Senate: May 2018**

Program Description

The Joint Master's and Doctoral Program in Communication and Culture at York and Ryerson is a unique partnership with two universities combining expertise and opportunities for advanced study related to media and cultural technologies in practice and theory, as well as communication politics and policy. Three fields of study are offered: Media and Culture; Politics and Policy; Technology in Practice. The first students were admitted in 2000.

The Program offers an innovative two-year Master's program, full-time or part-time, which allows students to enter from a wide diversity of academic backgrounds and professional experiences. The MA program offers unique options for combining academic and professional work that promotes the integration of theory-building, media practice, and policy through independent research. Master's students can elect one of three options for completing their degrees: by thesis (+ 8 courses), by project (+ 8 courses) or by major research paper (MRP + 9 courses).

The MA program focuses on exposing students to the following:

- Designing and conducting research that sheds new light on issues and problems in theory, empirical studies, and professional practices.
- Reporting research in a variety of conventional and non-traditional research and creative methods.
- Participating in course-based seminar discussions with faculty, to delve into the implications of current and emerging themes of interest.
- An option of undertaking field placements (with public, private or community organizations) that provide the experiential-learning opportunities commensurate with the standards of a graduate course.

The PhD program, which can be pursued on a part- or full-time basis, is a research intensive, theoretically and methodologically grounded offering that emphasizes the practices, processes and technologies for elevating understanding of contemporary mediated cultures. Research opportunities are

supported by a large complement of faculty from across Ryerson and York, who bring a breadth of perspectives and experiences. PhD candidates must complete six one-term courses: three PhD core courses and appropriate courses in a major and minor field. Upon completion of courses, candidates must pass qualifying examinations and present an acceptable dissertation proposal. The dissertation must make an original contribution to knowledge in the field.

The PhD program focuses on exposing students to the following:

- Providing experience and training in advanced research and developing critical and analytical skills.
- Preparing candidates for a career in teaching, or research in cultural industries or non-profit organizations.
- Providing a broad knowledge of the fields of Communication Studies and Cultural Studies with an emphasis on two of the program’s three fields (Media and Culture, Policy and Practice and Technology in Practice).
- Facilitating the acquisition of autonomy in conducting research, through the dissertation as well as such avenues as conference papers, scholarly publications, policy consulting, and creative exhibitions.

An overview of the recent registrations, enrollments, and degrees awarded is provided in the table below.

Communications and Culture	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
Masters	15	37	36
PhD	12	59	11

Reviewers appointed by the Vice-Provost Academic, York University and the Associate Dean of Students and Programs, Yeates School of graduate Studies, Ryerson University:

- Dr. Brenda Austin-Smith, Associate Professor and Head of Department, English Film and Theatre, University of Manitoba
 Dr. Darin Barney, Associate Professor and Director of Graduate Programs, Art History & Communication Studies, McGill University
 Dr. Annie Bunting, Associate Professor, Law & Society, York University
 Dr. Kamal Al-Solaylee, Associate Professor, School of Journalism, Ryerson University

Cyclical Program Review Process

The self-study report was the result of a year-long process of reflective evaluation that engaged the faculty and student members of the program, in confidential and open forums, and through qualitative and quantitative surveying. This process commenced in May 2015 and ended in August 2016

with the writing of the Self Study Report. The program also used the occasion of the program evaluation to connect with all MA and PhD alumni for the first time in the program's 15-year existence.

Materials Provided Prior to Site Visit

- Self-study Report - Joint MA & PhD Graduate Program between York University and Ryerson University in Communication and Culture. Review of the Period 2009-2016. Submitted Jointly: 15 August 2016.
- Decanal Agenda of Concerns: Communication and Culture Graduate Program -- J.J. McMurtry Associate Dean (Programs) York University (December 18, 2016)
- Faculty CVs, Communication and Culture Graduate Program, York University and Ryerson University.
- Ontario Council of Academic Vice-Presidents' Undergraduate and Graduate Degree Level Expectations.
- Revised Memorandum of Understanding on the administration of the Joint MA/PhD program in Communication and Culture Between Ryerson University and York University (27 October 2011).
- Academic Policy, Planning and Research Committee University Academic Plan 2010- 2015: Enhancing Academic Quality in a Globalized World Senate of York University.

Site Visit: January 11- 13, 2017

The site visit for the Communications Studies program and the York/Ryerson Joint Program in Communication and Culture spanned three days and took place on both the York University and Ryerson University campuses.

The reviewers began with a meeting on January 11, 2017 with Alice Pitt, Vice-Provost Academic and Barbara Crow, Dean of Graduate Studies. Thursday morning began with a meeting with graduate faculty members, followed by meetings with the York Faculty of Liberal Arts and Professional Studies (LAPS) Associate Dean of Graduate Studies and Research, Sandra Whitworth, and the ComCult Executive, the GPD York Steven Bailey and the GPD Ryerson, Paul Moore. During lunch the reviewers met with graduate students at York.

The afternoon at Ryerson began with a formal welcome by Marsha Moshe, Interim Vice-Provost Academic, Jennifer Mactavish, Vice-Provost and Dean of the Yeates School of Graduate Studies (YSGS), and Anthony Bonato, Associate Dean, Students and Programs of YSGS. Meetings with Research Chairs and faculty members followed. The reviewers also met with Ryerson librarians and graduate students and toured the Ryerson facilities, including the Arts Collaboratory.

Outcome:

Ryerson University:

The Final Assessment Report submitted to Ryerson University Senate in May 2018. A report on the activities outlined in the Final Assessment Report will be due one year after the approval of the Senate.

York University:

The Joint-Committee on Quality Assurance concluded that the responses and plans adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due November 2019.

The next cyclical program review will begin in the Fall of 2023.

Strengths:

The Review Report cited clarity of program objectives, quality and dedication of faculty and staff, and the significant scholarly achievements of the program's students as notable strengths of the Communications and Culture program.

Areas for Enhancement

The reviewers' recommendations are in two broad categories: curricular and administrative/financial with detailed recommendations in both. The reviewers indicated that there should be clarification of the Technology in Practice field. Detailed responses from both York University and Ryerson University follow.

Combined Ryerson/York Reviewer Recommendations, Responses and Implementation Plan

Since the program is a joint MA and PhD program offered by Ryerson University and York University, this section combines responses and reflection from both York University and Ryerson. Ryerson University responded to the recommendations and responses, divided into two broad categories. The role of Yeates School of Graduate Studies is to provide direct commentary on academic matters, as well as administrative and financial matters.

Recommendations related to the harmonization of student funding opportunities at York and at Ryerson are not addressed as they are beyond the purview of the program. In addition, it should be noted that the governing procedures over hiring differ and cannot be harmonized. Both universities commit to ongoing collaboration on this innovative and highly successful program.

Reviewer Recommendations, Responses and Implementation Plan

For simplicity, responses (as well as a recap of the review recommendations and program responses) are provided in the form of tables.

Academic Recommendations

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
Clarify field description of "Technology in Practice".	<p>ComCult response Agreed, in addition to planned curricular evaluation and redesign of electives more widely.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response We are in favour of this clarity and feel that it may help make connections between changes at the undergraduate level and at the graduate level as well as make the program more appealing to applicants of a particular type. A review of other fields may also be useful at this time.</p>	<p>Executive of Communication and Culture Program</p> <p>Convene a committee to revise existing descriptions as well as clearly articulate research creation deliverables, expectations and guidelines for MA & PhD. Work to be based on MA research creation guidelines and review of comparable programs externally.</p>	<p>S2018- Committee to be created.</p> <p>Fall 2018- Preliminary Report to ComCult Executive and discussion</p> <p>W2019- Changes to be adopted by ComCult Executive.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Exec-Council & Faculty should develop strategy to address declining applications, especially to the MA, reflecting evolving identity, strengths and aspirations.</p>	<p>ComCult response Agreed, existing efforts can be enhanced, and wider consultation with faculty would assist.</p> <p>YSGS response YSGS supports the program-level response. YSGS will also convene a discussion with the interdisciplinary Graduate Program Directors at Ryerson University to explore how it can support recruitment efforts.</p> <p>LA&PS response We are in support of the development of a strategy to address declining applications in the Program. A review of "competitor programs" may be helpful in developing a response and strategy.</p>	<p>GPD</p> <ul style="list-style-type: none"> a. Internal review/update of public facing communication assets, including websites and social media feeds. b. Discuss recruitment strategies with other interdisciplinary grad programs. c. Conduct targeted recruitment pilot project: GA/RA linked to specific faculty member to be advertised externally. d. Meet with faculty to discuss more targeted recruitment, work on setting up additional targeted recruitment programs next year and process going forward. e. Review competitor programs offerings 	<ul style="list-style-type: none"> a. Communication assets: updated website and new social media strategy by W2019. b. Interdisciplinary grad program discussion by F2018. c. Targeted recruitment pilot project by Spring 2018. d. Meet with faculty to plan additional/future targeted recruitment by F2018.

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Convene a Joint “Task Force” with York and Ryerson officers to address structural barriers to fulsome participation in the program’s supervision, service and teaching.</p>	<p>ComCult response Agreed, unreservedly. Systematic planning, with greater imperatives or incentives for interdisciplinary participation is urgent.</p> <p>YSGS response YSGS agrees that interdisciplinary programs, including ComCult, face challenges in securing faculty participation to meet their teaching, supervision, and service needs. YSGS notes that these issues have been formally recognized at Ryerson University. For example, the Senate Task Force on Interdisciplinary Programs released its final report in December 2013. The Provost’s response to that report was issued in May 2015. Nonetheless, YSGS agrees that further action is needed, particularly given the unique challenges ComCult faces as a joint program with York University. YSGS notes that active efforts are ongoing to address challenges related to supervision, teaching, and service in interdisciplinary programs at Ryerson. YSGS supports a meeting between ComCult’s GPDs and the responsible Associate Deans at both universities to discuss these issues.</p> <p>LA&PS response There is general agreement that participation in joint programs needs review and renewal in a structured way. Other interdisciplinary programs within York review faculty participation on a regular basis and we recommend some sort of structured review on an ongoing basis to find out both why this is an issue as well as what the faculty believes would be productive responses to this issue.</p>	<p>GPD, with Dean’s offices</p> <p>Convene meeting to discuss the recommendations of the peer review team. Also, there should be a regularized review of the participation of faculty in the programs and discussion of possible responses to these issues.</p>	<p>F2018, have held meeting to discuss next steps.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Increased diversity and equity in the curriculum and supervisory faculty membership, achieved by better employment of existing faculty, new faculty recruiting, cross-listing and other cross-appointments, including dedicated hiring for the grad program.</p>	<p>ComCult response Agreed, with first reparative steps underway, and new faculty recently appointed members of the program.</p> <p>YSGS response YSGS supports the program's efforts to appoint new faculty currently at York and Ryerson that address the identified areas of need. YSGS also acknowledges the arguments for an increased number of cross-appointed faculty, either through new faculty recruiting or the secondment of existing faculty. YSGS notes, however, that these appointments need to be considered in the context of departmental- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS. Working with the interdisciplinary GPDs, YSGS will coordinate the development of a proposal for increased cross-appointments in Ryerson's interdisciplinary programs, including ComCult. This proposal will be presented to the Provost during the 2017-2018 academic year (Note: the proposal is currently with the Provost).</p> <p>LA&PS response We are in support of this suggestion as well as the process outlined above.</p>	<p>GPD</p> <p>Continue out-reach efforts to bring supervisors and instructors into key roles in the program whose work represents key areas of EDI, in the underlined gaps of Black studies/critical race scholars and Indigenous methods scholars. Conduct informal evaluation of how representation of these key areas has evolved since PPR process 3 years on.</p>	<p>F2019: report on activities since PPR to ensure that program has added additional affiliated and active faculty that enhance EDI in the program, in particular in underlined areas of Indigenous methods and critical race/Black studies scholarship.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
Seminar on Grant Applications in Fall prior to deadlines.	<p>ComCult response Agreed, existing programming can be better communicated.</p> <p>YSGS response YSGS supports the program-level response on improving communications. YSGS also notes that ComCult has been actively supporting students with grant applications.</p> <p>LA&PS response LA&PS supports this desire to improve communication on this issue. The active support of student grant applications is important.</p>	<p>GPD</p> <p>Continue to hold and clearly communicate this workshop. Update of website/social media assets will help.</p>	<p>Spring 2018- reflect on workshop process, plan F2018 workshops.</p>
Better advising on MA options and distinctions among MRP and Thesis choices.	<p>ComCult response Agreed, with policy changes, deadline adjustments, and practical changes underway.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response We are in support of these changes.</p>	<p>GPD</p> <p>Revisit MA options as part of committee devoted to articulation of PhD research creation options.</p>	<p>S2018- Committee to be created.</p> <p>Fall 2018- Preliminary Report to ComCult Executive and discussion.</p> <p>W2019- Changes to be adopted by ComCult Executive.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
Library liaisons assigned to ComCult at both Ryerson and York should participate in a joint library orientation session.	<p>ComCult response Agreed.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response Agreed.</p>	<p>GPD</p> <p>Consider/plan joint library orientation session for F2018</p>	<p>F2018, plan/conduct session or else plan/conduct feasible substitute event if not logistically possible for library staff.</p>

Administrative and Financial Recommendations

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
Program Review Site Visits should provide adequate time to prepare and deliberate collectively, preceding and following consultations.	<p>ComCult response Agreed, adding that advance consultation with the program may also be helpful.</p> <p>Further, the rarity of a joint, bi-campus visit led to inadequate timing because of unavoidably duplicated meetings at both campuses.</p> <p>YSGS response YSGS supports the program-level response.</p> <p>LA&PS response Agreed.</p>	<p>GPD and Associate Dean of YSGS</p> <p>Hold planning meeting with GPD and Dean's office to involve GPDs in planning for next PPR cycle, ensure schedule takes into account joint evaluation and lessons learned here.</p>	<p>1 year prior to internal planning for PPR cycle, hold meeting to make sure schedule /process is set up to allow for full evaluation of joint program.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Decanal and Provostial strategy at Ryerson to ameliorate discrepancy in PhD financial support and GA opportunities.</p>	<p>ComCult response Agreed, existing ad hoc planning is insufficient. Systematic changes in practices are urgent.</p> <p>YSGS response YSGS supports the principle of increasing student funding levels. However, YSGS also notes that the levels of financial support for ComCult students are consistent with norms at Ryerson University.</p> <p>Funding provided to the program through Ryerson Graduate Fellowships (RGFs) is consistent with that provided to other interdisciplinary programs at Ryerson. YSGS notes that most GA positions are controlled by departments and other faculties at Ryerson. YSGS also notes that it does provide financial support for interdisciplinary GAs, including for ComCult. YSGS also encourages the program to explore increases to other sources of funding, including external scholarships and stipends from faculty supervisors.</p> <p>LA&PS response We are in general supportive of strong funding packages for graduate students but note that our financial support is largely determined by the CUPE 3903 collective agreement. There are other scholarships which are available to students on a competitive basis which may improve their funding.</p>	<p>GPD</p> <p>As above:</p> <p>Conduct targeted recruitment pilot project: GA/RA linked to specific faculty member to be advertised externally.</p> <p>Meet with faculty to discuss more targeted recruitment, work on setting up additional targeted recruitment programs next year and process going forward.</p> <p>In addition:</p> <p>Work with departments and schools to earmark GA/lectureship opportunities for ComCult students.</p>	<p>a. Targeted recruitment pilot project by Spring 2018.</p> <p>b. Meet with faculty to plan additional/future targeted recruitment by F2018.</p> <p>c. Find slates of earmarked GA positions by recruitment for F2020 class.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Joint institutional strategy for cluster-hires in areas of communication and culture, dedicated service to ComCult.</p>	<p>ComCult response Agreed. We are willing and eager to coordinate with departments and faculties</p> <p>YSGS response As noted above, the appointment of new faculty is outside of the purview of YSGS. YSGS also notes that, given the institutional differences in structures between York and Ryerson, it may not be practical to pursue a joint strategy on hiring. YSGS would be prepared to discuss these issues in a meeting between ComCult's GPDs and the responsible Associate Deans at both universities.</p> <p>YSGS will, however, coordinate the development of a proposal for increased cross-appointments in Ryerson's interdisciplinary programs, including ComCult. This proposal will be presented to the Provost during the 2017-2018 academic year (Note: the proposal is currently with the Provost).</p> <p>LA&PS response The issue of joint hires is outside of the purview of the Dean's Office however we would argue that the program could try to work creatively in terms of strategically planning hires at each institution to address the perceived needs of each institution as well as the graduate program</p>	<p>GPD</p> <p>Follow up with YSGS on progress of this initiative.</p>	<p>Meeting to be held in F2018 on progress of this initiative and its implications for the faculty hiring going forward.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Maintain staffing levels, with additional support at peak times.</p>	<p>ComCult response Agreed.</p> <p>YSGS response YSGS notes that ComCult has a full-time Graduate Program Administrator. Staffing levels are consistent with the norms at Ryerson University. YSGS will continue to monitor whether staffing levels are appropriate and will consider well-substantiated proposals from the program for any adjustments.</p> <p>LA&PS response The staffing for the program is in accordance with faculty wide practices. Should a situation arise where more staffing is required a request can be made to LA&PS's Executive Officer to address the issue.</p>	<p>GPD</p> <p>Hold meeting with YSGS to discuss monitoring of ComCult staffing levels.</p>	<p>Spring 2019- hold meeting to discuss ComCult staffing levels.</p>

Recommendation	Program and Institutional (YSGS and LAPS) Response	Lead and Proposed Action	Proposed Timeline
<p>Ryerson Provost should renovate 111 Gerrard as a dedicated Program space at Ryerson.</p>	<p>ComCult response Agreed, or a similar initiative. This is an urgent concern, and an embarrassment for doctoral recruitment, a detriment to retention.</p> <p>YSGS response YSGS notes that 111 Gerrard was recently renovated. ComCult students do currently have access to the facility, including a large open area, 4 offices (each with 2 desks) assigned to ComCult PhD students, and a kitchen. The space at 111 Gerrard is also available to the students of other interdisciplinary programs. YSGS notes that ComCult students also have access to study space in the Student Learning Centre (SLC).</p>	<p>GPD-YSGS</p> <p>Continue working to find additional dedicated space for ComCult, understanding that: a) Lack of space undermines our recruitment pitches; b) Since the PPR the ComCult lounge on the 3rd floor of the RCC was repurposed as RTA offices, meaning there is less workspace now than when the review underlined a lack of space at Ryerson as a major issue; c) The future of 111 Gerrard is, at present, unclear.</p> <p>Hold meeting to confirm the future of the 111 Gerrard building and space and its implications on ComCult student work space.</p>	<p>F2018. Hold meeting to discuss ComCult space, including 111 Gerrard Street, Toronto.</p>



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Disaster and Emergency Management, BDEM, MDEM

School of Administrative Studies, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2007 - 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 18, 2016

Program Description

The Undergraduate Certificate was established in 2005. The Master of Disaster and Emergency Management was launched in 2007 and in 2010 Bachelor of Disaster and Emergency Management (BDEM) degree, with various options, was established and is broadly conceptualized into three areas of study: 1) disaster and emergency management, 2) management, and 3) interdisciplinary studies.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BDEM	22	69	Hons 7; 90-credit 9; Certificate 11
MDEM	27	27	29

Reviewers appointed by the Vice-Provost Academic:

Jane Kushma, Ph.D., Professor, Department of Emergency Management, Jacksonville State University, Alabama

Joanne Nigg, Ph.D., Professor Emerita, Sociology and Graduate Program in Disaster Science and Management, University of Delaware,

Gabriella Colussi Arthur, Ph.D., Italian Studies, Department of Languages, Literatures and Linguistics, York University

Site Visit: October 26 and 27, 2015

The Reviewers met with Vice-Provost Academic, Alice Pitt, Dean/AVP Graduate, Barbara Crow, Vice-Dean, Kim Michasiw, School of Administrative Studies Director, Peggy Ng, Graduate Program Director, Niru Nirupama, Undergraduate Program Director, Marcela Porporato, and the Coordinator for BDEM, Ali Asgary. In addition they met with the incoming Graduate Program Director, David Etkin. The reviewers had an opportunity to meet with the faculty members and part-time faculty members, university librarians, students from the certificate and undergraduate programs as well as graduate students. Visits to administrative offices, program offices, a computer lab, and classrooms were included in the itinerary for the two days.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will begin in the Fall of 2022 and be aligned with the other management programs offered by the School of Administrative Studies.



Strengths:

- The academic programs emphasize interdisciplinarity, experiential learning, innovation, and applied research to meet the critical needs of the rapidly evolving profession of DEM.
- The programs also play a very important service role by promoting disaster risk reduction and the application of evidence-based policies and practices in the process.
- The external review report noted that *“Top-notch support and resources are available from the York University Libraries.”*
- The undergraduate program delivery is augmented by part-time faculty members who are highly regarded and experienced practitioners, which not only lends credibility to the program in terms of its relevance but also helps students to better identify with the profession.
- A unique feature of the graduate program is the requirement for students to participate in an “overnight, annual, mandatory, and hands-on emergency exercise,” permitting faculty to assess emergency management competencies and the acquisition of skills, and provide informal feedback to students.
- Faculty members have included students in a wide variety of research and professional activities and can boast of numerous publications co-authored with students.

Opportunities for Enhancement:

- The existing curriculum should be examined with respect to student engagement (e.g., more summer offerings, first year course for undergraduates), curricular gaps and/or duplication, and pedagogical approaches. In the undergraduate program the flexibility and student choice to customize individual degree plans is laudable, but requires careful academic advising.
- The enrolment and registration process for students is hampered by the fact that BDEM courses are not listed separately but fall under the heading of ADMS. A separate rubric for DEM courses would help this situation.
- Given the overlap of courses in the three areas of study in the undergraduate program, the framework and design of the program should be revisited and core requirements reassessed with attention to greater specification of learning outcomes and assessment strategies.
- In the graduate program there is potential for overlap in the core courses. A review of the conceptual framework for the design of the program will determine whether core requirements are adequate to assure consistent achievement of learning outcomes, or whether additional core courses might be indicated. In addition processes associated with MRP supervision and review/acceptance should be revamped.
- A review of the governance and administrative support of the program should be undertaken to ensure pursue important strategic partnerships and collaborations on a university-wide basis and beyond.
- Ways to create a greater sense of community and more active engagement within the program, as well as with the broader university community, should be explored.

Dean’s Implementation Plan (selected):

- A comprehensive curriculum review of the undergraduate, including core courses, will be undertaken by the Department, with a focus on articulating clear domains of practice, essential disciplinary knowledge bases, and core knowledge requirements.
- The Department will establish clear documentation of how students will be introduced to the learning outcomes for the program, how these outcomes will be assessed and a clear articulation of how degree level expectations and student-learning outcomes have been articulated in the new curriculum.
- The Department should ensure there is more practice based material in particular subject areas (such as an emergency preparedness course) and strengthening connection to the practitioner and stakeholder community.
- Measures to eliminate student challenges with enrolment and registration are already underway,

including the establishment of a rubric for DEM and careful consideration of access to courses aligned with the program.

Action	First Responsibility	Final Responsibility	Timeline
Course Rubric Change	Department	Department	September 2016
CAS Filtering	Department	Department	September 2016
Math Requirement	Department	Department	September 2016
Curriculum Review and Revival	Department working with the Teaching Commons	Department with Review by the Dean's office	Significant Progress by the 18-month review
Development of "practice-based" material/stronger connection to the stakeholder community	Department working with Stakeholders	Department in consultation with the Dean's office	September 2017

- At the graduate level, the curriculum will reviewed and consideration given to core and capstone courses, as well as intentional service learning and practical experience.
- The Dean's Office, along with the Program, will consider the administrative structure of the Disaster and Emergency Management programs, with careful consideration of both the resource implications and the profile of the program in the York University context.

Action	First Responsibility	Final Responsibility	Timeline
Develop a core course and capstone course	Graduate Program	Department in consultation with the Dean's office re: resources	September 2017
Develop more "practice" based graduate curriculum	Graduate Program	Department in consultation with the Dean's office re: resources	September 2017
Doctoral Degree	Graduate Program	Dean's office review of proposal	September 2018 (if at all)

Alice J. Pitt
 Vice-Provost Academic
 York University

**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: October 31, 2017

Program	Disaster and Emergency Management, BDEM and MDEM
Program options (example, BA, MA, Phd)	BDEM and MDEM
Faculty and Home Academic Unit	School of Administrative Studies, Faculty of Liberal Arts and Professional Studies
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: October 26-27, 2015 FAR Date: April 18, 2016 Follow-up Report Due Date: October 31, 2017
Launch of next Cyclical Program Review	Fall x 2022 Site visit (anticipated): Fall 2023/Winter 2024

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BDEM	22	69	7- Hons; 9 - 90-credit; 11-Certificates
MDEM	27	31	29

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015
BDEM	22	67	10-Hons; 16 – 90-credit; 6-Certificates
MDEM	22	27	19

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Undergraduate			
Course Rubric Change	Sep 2016	Department	Rubric change took effect in September 2017. A new proposal to cross-list DEM courses to ADMS is also advancing through governance. The purpose of this proposal is to connect DEM to ADMS so that students can more easily find DEM courses with the new rubric.
CAS Filtering	Sep 2016	Department	Incomplete. No perceived need by the School until now. There are enough seats for students to enroll in courses. With the cross-listing of DEM courses to ADMS, there may be more of a need for CAS filtering.
Math Requirement	Sep 2016	Department	The change in math requirement took effect in September 2017 for incoming first-year students. Any grade 12 math credit is acceptable.
Curriculum Review & Revival	Significant progress by 18-month review	Department working with Teaching Commons Dean's Office	Proposed changes for implementation in 2019 are currently under review within the School. E.g. DEMS 1701 is proposed as a required course for BDem. A new course on disaster case studies has launched recently, as well. The School will submit the series of proposed changes to the Faculty curriculum committee by its deadline of June 1, 2018.
Development of "practice-based" material/stronger connection to the stakeholder community	Sep 2017	Department working with Stakeholders Dean's Office	An undergraduate DEM student association was created in 2016 and students (both grad and undergrad) have been active in getting professional association courses scheduled on campus. Both grad and undergrad students do a site visit to the Ontario Emergency

			Operations Centre. The School has also started to hire additional part-time faculty who are field practitioners.
Graduate			
Develop a core course and capstone course	Sep 2017	Graduate program Dean's Office	<p>There was discussion of introducing core and capstone courses but because student interests vary, the School decided it would be too difficult to design and manage these courses from year to year.</p> <p>Essentials of Emergency Management has been offered for the past several summers as a bridging course to offer more preparation to incoming MDem students with no background in emergency management</p> <p>At the retreat for graduate faculty in 2017, the program decided to create two streams- one for incoming graduate students who are BDem holders and one for those who are not. MDem can be completed in three terms for those who hold the BDem, non-BDem grad students need five terms. The program is also proposing to replace the MRP option with a thesis; the School has not yet submitted the proposal to FGS for consideration.</p>
Develop more "practice" based graduate curriculum	Sep 2017	Graduate program Dean's Office	The graduate program is creating three new courses to address practice-based curriculum: Management Skills (DEMS 6071), Crisis Communications (DEMS 6072), and Public Capacities for Disaster Management (DEMS 6073).
Doctoral Degree	Sep 2018 (if at all)	Dean's Office	The School has submitted its revised proposal to establish a PhD program to the FGS Dean's Office.

2. Please comment on the alignment between the initiatives above and the University Academic Plan.

The initiatives described above align with the values detailed in the University Academic Plan, including excellence, progressivity, inclusion and diversity, and sustainability. The curricular changes keep the degrees competitive with other emergency management programs, and they offer students more flexibility and practice-based options for their learning. The School's steps to change the math requirement, offer a bridging course in the MDem program and introduce practice-based course work in the undergraduate and graduate programs speak specifically to the values of inclusion and progressivity. With these changes, the curriculum will better support students to weather transitions from high school to postsecondary programs and from their undergraduate education to

graduate programs and/or to working in the field.

Signature of the Dean/Principal:

A handwritten signature in blue ink, appearing to be "G. J. Murphy", written over a horizontal line.

Date:

Feb 13/18

Biology, Undergraduate and Graduate, Faculty of Science

Cyclical Program Review – Undergraduate 2008 – 2015; Graduate 2010 - 2015

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: June 6, 2016

Program Description

At the undergraduate level students may pursue a BSc in Biology with the stream options in Biomedical Science or Biotechnology, International BSc in Biology, a BSc in Environmental Biology. The Specialized Honours BSc in Biochemistry was reviewed along with York’s chemistry programs in 2014.

The York University Biology Graduate Program offers two research-intensive post-graduate degrees (MSc and PhD). Students undertaking these degrees are focused in one of three major fields: Animal Physiology, Molecular & Cellular Biology, and Ecology & Evolution.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Biology	566	1617	179 (Hons) 74 (90-credit)
MSc	29	48	21
PhD	13	31	8

Reviewers appointed by the Vice-Provost Academic:

Dr. Richard A Collins, Professor, Department of Molecular Genetics, University of Toronto

Dr. Carol Pollock, Professor of Teaching, Department of Zoology, University of British Columbia.

Mr. Paul Delaney, Senior Lecturer, Department of Physics and Astronomy, York University

Site Visit: February 29 to March 1, 2016

In addition to meeting with Alice Pitt, Vice-Provost Academic, and Barbara Crow, Dean of the Faculty of Graduate Studies, the reviewers met with Sam Benchimol, Department Chair; Paula Wilson, Undergraduate Program Director; technical staff, including Senior Lab Technician, Maria Mazzurco and Operations Manager, Ming Jiang; undergraduate students; members of the undergraduate teaching



committee; administrative staff including Vanessa Broughton, Undergraduate Program Assistant, Dharti Patel, Undergraduate Program Secretary, and Esaias (Buks) Janse van Rensburg, Associate Dean of Science (Faculty Affairs); Sylvie Morin, Associate Dean of Science (Research); Bridget Stutchbury, Graduate Program Director; Cristalina Del Bindo, Graduate Program Assistant; graduate students; members of the Graduate Committee; Librarians, Catherine Davidson, Rajiv Nariani (Biology Program Support Librarian) and Ilo-Katryn Maimets. The Reviewers visited teaching and research labs in the Farquharson, Lumbers and Life Science Buildings.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due in December 2017. The next CPR will begin in the Fall of 2022.

Strengths:

- The Honours Research Thesis is an excellent opportunity for students who are highly motivated to engage in an authentic research project. Students are also able to volunteer in a research practicum.
- The staff in the Steacie Library are very engaged and supportive of Biology teaching and research.
- The Learning Outcomes mapping process for Biology has been completed thoroughly. Outcomes are posted online for courses so instructors can see the curriculum of students as they progress through their program.
- The technicians responsible for setting up labs are a collegial, supportive group.

Opportunities for Enhancement:

- Experiential learning is a priority, but the extent to which students who want to participate are able to find a faculty member who is willing warrants investigation.
- The program should remedy the lack of adequate fourth-year lab courses, especially for students not pursuing the research thesis or practicum.
- Enhanced counselling and advising for first year undergraduates, possibly including online resources, would benefit students.
- Students should be encouraged to develop their communication skills, and this includes providing logical arguments in an exam setting at all levels.
- Instructors should be encouraged to take advantage of professional development opportunities to enhance their classes and to incorporate interactive options to deepen student engagement.

- The department should focus its efforts on researching and then reducing the most common and/or tractable causes for extension requests.
- The Department should have a discussion about the purpose, nature, and length of the graduate programs, especially the MSc. Not all students are planning to complete a PhD, and a different approach to completion may be warranted.
- Departmental guidelines regarding student publications should be established to limit excessive variation among supervisors' requirements.
- A review should be undertaken to address: a) the allocation of TA hours among courses; b) allocation of TA hours toward training and ongoing mentoring. The lines of communication for graduate students and the GPD and Chair should be improved.

Dean's Implementation Plan (selected)

The Department provided a detailed response to the Review Report to each of the Reviewers' recommendations and suggestions. There are incorporated into the Dean's Implementation Plan with an indication of who will be responsible for the item, the resources required and the timeline for completion.

The Department has determined that it is not feasible to act on the suggestion that senior undergraduates be used as peer graders.

Recommendation	Who	Timelines
Clarification regarding the allocation of TA hours, TA training and TA contract paper work will improve the TA experience.	Dean's Office, Chair, Undergraduate Program Director, Graduate Program Director, Administrative officers	Immediate
More frequent supervisory committee meetings for graduate students in the first 18 months of the program.	Graduate Program Director, Chair	Immediate
Exploration of supervisory capacity for undergraduate research experiences	Chair, Undergraduate Program Director	By June 2017
Ensure advising/counselling for first year undergraduate students with .5 FCE	Dean's Office, Chair	Already in place.
Increase opportunities	Chair, Undergraduate	ongoing

for professional development and best practices in undergraduate teaching	Program Director, Teaching Commons	
Increase the number and diversity of courses in fourth year and in the graduate program, perhaps through integrated UG and GR courses. Ensure senior laboratory experience for students (note: the department feels that adding a fourth year lab course cannot take the place of experience in a research laboratory).	Dean's Office, Chair, Course Directors, Undergraduate Program Director, Graduate Program Director	2016-2017 and beyond
Share best practices for admin staff and teaching lab technicians with peers from other universities.	Chair	2016-2017 fiscal year
Renovation of buildings to enhance learning and research.	Dean's Office and Vice-Provost Finance	Proposals for funding being considered
Department to prepare plan for fourth year enrolments that allow for maximum student engagement for consideration by the Dean.	Undergraduate Program Director, Chair, Dean's Office	May 2017

A report on the implementation recommendations and suggestions will form part of the follow-up report due in December 2017.

Alice J. Pitt
Vice-Provost Academic
York University

**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: December 15, 2017

Program	Biology, Undergraduate and Graduate Programs
Program options (example, BA, MA, PhD)	BSc, MSc and PhD
Faculty and Home Academic Unit	Faculty of Science
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: February 29 –March 1, 2016 FAR Date: June 6, 2016 Follow-up Report Due Date: December 15, 2017
Launch of next Cyclical Program Review	Fall x 2022 Site visit (anticipated): Fall 2023/Winter 2024

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BSc	566	1617	179 (Hons) 74 (90-credit)
MSc	29	48	21
PhD	13	31	8

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015
BSc	504	1692	185 (Hons) 60 (90-credit)
MSc	32	50	20
PhD	13	31	4

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Clarification regarding the allocation of TA hours, TA training and TA work contract paper work will improve the TA experience.	2016	Dean's Office, Chair, UPD, GPD, Administrative assistants	TA allocations are provided to graduate students before the start of the term. Due to fluctuations in course enrolment for each academic term, TA allocations are completed prior to each term. This has minimized complications when lab sections must be closed and TAs must be re-assigned.
Exploration of supervisory capacity for undergraduate research experiences	2016	Chair, Undergraduate Program	A survey of Biology professors was conducted in 2016. Professors indicated they could supervise 1-2 honours thesis students. 60% supervise 1-2 practicum research students, but few hire RAY students due to cost.
Ensure advising/counselling for first year undergraduate students with 0.5 FCE	2016	Dean's Office, Chair	AIF to support "Early Alert: Individualized Pathways to Success in First Year" (Project Lead: Prof. Paula Wilson). The project will identify best practices to assist and support first-year Biology students.
Increase the number and diversity of courses in the fourth year.	2017	Chair, Undergraduate Program	Two new fourth-year Biology courses are being developed; Ecotoxicology (Fall 2018) and Microbiology (with lab component; Fall 2019). Additional fourth-year

			courses are being offered during the summer term to increase access to students.
Share best practices for administrative staff and teaching lab technicians with peers from other universities.	2016	Chair	Teaching lab technicians and staff are allowed to attend CALA (Canadian Association for Laboratory Accreditation) Annual General Meeting.
Implemented one additional mandatory supervisory committee meeting at the end of the first term for graduate students	2016	Graduate Program	All first-year graduate students now hold their first supervisory committee meeting in Dec or Jan, and the committee completes a Research Progress Evaluation form to provide feedback to students.
Clarify thesis requirements for graduate degree requirements	2017-18	Department Faculty of Graduate Studies Senate	Degree requirements for thesis have been revised for MSc and PhD to clarify that the research is not required to be published in order to meet degree requirements.
Additional workshops for graduate professional skills	2016	Graduate Program Department	Annual workshops now being offered include Scholarship Writing, and an all-day R Statistics. In 2017 we also ran a Science & Business workshops series and a pilot workshop on Positive Communications in partnership with FGS.
Increase number of graduate courses taught	2018	Graduate Program Department	Two courses will now be taught annually: BIOL 5027 – Topics in Molecular Biology I: Gene Expression and BIOL 5028 – Topics in Molecular Biology II: Proteins

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Graduate student-Supervisor Worksheet	2017	Graduate Program	Voluntary worksheet for supervisors to complete with new graduate students to establish mutual communication and understanding around expectations
Building renovations to enhance learning and research	Fall 2018	Provost Office, Dean's Office, Chair, Undergraduate Program	Federal government funding (Strategic Innovation Fund) has provided support to renovate the Farquharson Life Science Building. New innovative undergraduate teaching and research labs will be completed by the end of 2018.



Dean, Faculty of Science

Date: January 17, 2018

LLM (Research) and PhD, Law, Osgoode Hall Law School

Cyclical Program Review – 2006 - 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 18, 2016

Program description:

Osgoode Hall Law School offers an LLM (Research) and PhD program, as well as a professional stream of the LLM. The report is focused on the graduate research programs; the professional programs underwent a review in 2013.

The LLM offers two streams, a research-intensive stream which requires a thesis and a course-based stream which culminates in a Major Research Paper (MRP).

Program	New Registrations (heads) 2014	Enrolment FTES 2014	Degrees Awarded 2014
LLM	7 (17 in 2013)	19	14
PhD	18	33	8

Reviewers appointed by Vice Provost Academic:

Jean-François Gaudreault-Desbiens, Professor and Associate Dean Research, Faculty of Law, Université de Montréal

Nathalie Des Rosiers, Dean and Full Professor, Faculty of Law, University of Ottawa

Miriam Smith, Professor, Department of Social Science, York University

Site Visit: March 30, 2015

The reviewers spent one day at York University where they met with key administrative personnel, including Alice Pitt, Vice-Provost Academic, Barbara Crow, the Dean of Graduate Studies, Lorne Sossin, the Dean of Osgoode Hall Law School and the Graduate Program Director. In addition to meeting with the Librarian and Director of Graduate Studies Operations, there were two opportunities to meet with students.

Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. The Dean of Osgoode Law School is responsible for implementing recommendations as per the Decanal Implementation Plan. Follow-up report due October 31, 2017.

The next Cyclical Program Review will be in Fall 2021 and will coincide with the Cyclical Program Review for the JD and the LLM Professional program.

Program Strengths:

- Critical interdisciplinary research is a Osgoode Hall Law School’s strong reputation and the ability of graduates from the doctoral program to attain academic positions is due, in part, to focused training and support at the law



school.

- Students benefit from regularly organized scientific events on campus and funding to attend conferences.
- Students commend the strength and diversity of the faculty. The Graduate Seminar in Legal Research and the Study Groups are particularly appreciated by students.
- Osgoode Hall Law School's new building provides adequate space for its graduate students and the Library is considered a place of pride for the Osgoode community.

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

- Osgoode's strong international reputation is at risk due to the inability to fund international students.
- In addition, there needs to be clarity about the role of the doctoral program and its relationship to the professional practice of law for international students who attend. These graduate programs are not a route to the Bar. Clarity about the differences between the LLM Research and LLM Professional need to be made clear in communications about the program, particularly for international students.
- Interdisciplinary studies are a strength; however, academic positions require teaching of introductory courses in positive law; clarity about employment paths for students in graduate programs should be enhanced.
- Supervision of doctoral students could be enhanced, both from the student perspective of adequate feedback at significant junctures in the program and from the perspective of faculty who sometimes take on additional supervision to compensate for others less involved in supervisory activities.
- Requirements for doctoral students need to be clearer in terms of requirements leading up to the dissertation and consideration of alternatives to the dissertation could be explored, such as a collection of articles with an introduction.
- Funding structures that support the highly diverse student body in law and those that have a "sinuous" path to completion of their studies should be explored.
- For students who will not pursue academic careers (60%), more career development support should be provided. An opportunity to be explored is enhanced linkages with the Osgoode Research Centres.
- Students note that student services at Osgoode tend to be JD-centric and there needs to be further clarity about services provided by the Office of Graduate Studies and service providers at Osgoode.

Decanal Implementation Plan (selected)

The Dean's Implementation Plan comments on each of the recommendations in the Reviewers report. Recommendations that focus on career development of graduate students will be acted on through better support in the Career Centre and through regular workshops that begin in Fall 2015. Also in 2015 exploration of how to better integrate graduate students into activities of the research centres will begin. Information for prospective students will better clarify the role of graduate education.

Funding, in particular for international students, has been identified as a challenge, and Osgoode will take this up in university-wide discussions about graduate student funding at York University.

The Graduate Program in Law will consider how best to enhance the student experience around dissertation proposals, dissertations, a portfolio option and other recommendations related to degree completion in a timely manner, including supervision.

Summary

Osgoode Hall Law School has a strong reputation both nationally and internationally as a result of graduate students who go on to academic careers and those who work in public policy and other pursuits. Graduate students benefit from a strong and diverse faculty and student engagement is enhanced by a new building with a Library that is considered to be a “place of pride”. The innovative interdisciplinary nature of the graduate programs is a strength and needs to be clearly articulated to prospective students who may be expecting to move to a professional practice of law. Graduate student funding options are being explored that will support all students as they move through their programs, including international students. Enhanced linkages with Osgoode’s many research centres, as well as focused career development support, will ensure students not pursuing academic careers have the skills to pursue professional lives in public policy, public affairs and other diverse areas.

Alice J Pitt, Vice-Provost Academic
York University



**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: October 31, 2017

Program	LLM (Research) and PhD, Law, Osgoode Hall Law School
Program options (example, BA, MA, Phd)	LLM (Research), PhD
Faculty and Home Academic Unit	Osgoode Hall Law School
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: March 30, 2015 FAR Date: April 18, 2016 Follow-up Report Due Date: October 31, 2017
Launch of next Cyclical Program Review	Fall x 2021 Site visit (anticipated): Fall 2022/Winter 2023

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
LLM	7 (17 in 2013)	19	14
PhD	18	33	8

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015
LLM	11	19	16
PhD	11	32	11

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Integration of Cyclical review findings into Osgoode's 2017-2020 strategic plan	December 2016	Dean's office and various other divisions and faculty council committees	The cyclical review has provided a significant point of departure for the Osgoode strategic planning process.

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Streamlined communication on graduate program requirements and admissions information	December 2017	Graduate office, Communications	Communication materials (website & recruitment brochure) have been improved to provide clearer information on graduate program requirements, clarification of admission requirements, funding availability, space allocation for international students, requirements in admission for prior legal training and differentiation between professional and research LLM programs offered at Osgoode.

<p>Enhancement of program professional development workshops & development of workshops to support faculty in graduate supervision</p>	<p>2016-17 2017-18</p>	<p>Graduate office. teaching commons</p>	<p>The graduate student professional development workshops which were launched in 2015 have been enhanced to include a greater diversity of offerings, including -addition of student-run reading groups on legal education. Additionally, workshops for faculty have been developed to provide support on working with graduate students (supervision, communication, writing support). These sessions have been effective in providing a community of practice within the faculty at Osgoode who work with graduate students.</p> <p>These initiatives align with the Osgoode Strategic plan (2017-2020), which aims to improve provide skill development opportunities for graduate students and provide guidance and support for faculty supervisors to facilitate improved student success.</p>
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3. Please comment on the alignment between the initiatives above and the University Academic Plan.

- Priority 3 (Enhanced Quality in Teaching & Student Learning) : Professional development workshops for graduate students and faculty have enhanced the skill set of students and provided support for faculty working with graduate students.
- Priority 2 (Advancing Exploration, Innovation & Achievement in Scholarship, Research & related Creative activities) : Professional development workshops for graduate students has resulted in substantive support and feedback to students in the application process for external funding. This additional support to students has increased our success in external scholarships, in particular, the Vanier and Trudeau scholarships which are two of the most prestigious awards. In the last 18 months, students in the program have received two Vanier awards, one Trudeau and four others have moved forward as finalists in these competitions.

Signature of the Dean/Principal :

Date: January 23, 2018



Master in Public and International Affairs/ Maîtrise, affaires publiques et internationales (MPIA) , Glendon

Cyclical Program Review – 2005 - 2013

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 18, 2016

Program Description

The MPIA is the flagship component of the Glendon School of Public and International Affairs (GSPIA). It offers a bilingual 2-year education that prepares students for leadership roles in public and international affairs. Students are encouraged to participate in the various internationalization activities, including the opportunity to complete a dual credential with the University of Strasbourg in France.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master's	25	42	19

Reviewers appointed by the Vice-Provost Academic:

Dr. Kathy L. Brock, Professor, School of Policy Studies, Queen's University, Kingston, Ontario
 Dr. Pierre Pahlavi, Directeur, Centre des études, Programs in Public Administration sur la sécurité nationale, Professeur agrégé, Collège des Forces canadiennes, Défense nationale, Toronto, Ontario
 Dr. Michaela Hynie, Associate Professor, Psychology, Faculty of Health, York University

Site Visit: October 22 and 23, 2015

The reviewers met with Alice Pitt, Vice-Provost Academic, Fahimul Quadir, Acting AVP/Dean Graduate, Donald Ipperciel, Principal, Glendon College, Mario Roy, Associate Principal Academic, Glendon College, Christina Clark-Kazak Associate Principal, Research and Graduate Studies, Glendon College, Roberto Perin, Graduate Program Director, Ken McRoberts, Director, School of Public and International Affairs at Glendon College, Dany Savard, Frost Librarian, faculty members in the program, the graduate program assistant and with students in the program.

Outcome: The Joint-Committee on Quality Assurance concluded that the Principal's Implementation Plan adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will begin in Fall 2021.

Strengths:

- The high quality of the program is evident in its clear commitment to full bilingualism, the clarity of its mission, and the collective commitment to excellence.
- Students benefit greatly from practical experience through summer internship with governmental or non-governmental organizations as well as through participation in various internationalization activities.
- Student assessment methods are strong, blending higher level academic skills with solid practical skills; in particular, the Capstone Seminar that uses the Memorandum



- to Cabinet exercise as a learning and assessment tool is excellent.
- A mandatory paid internship and high placement rate for graduates of the program are significant strengths of the program.
- The MPIA courses have been mapped against the Degree Level Expectations and Program Learning Outcomes.
- The MPIA offers a dual credential program with the University of Strasbourg in France and the dual credential with Laval University was approved by the York University Senate in March 2016.

Opportunities for Enhancement:

- A dedicated course covering two areas of increasing importance, Ethics and Data Analytics, should be considered.
- A short “bootcamp” for students prior to the start of the program, with the objective of familiarizing student with the terminology necessary for public administration and the expected proficiency in French and English, would enhance student experience.
- Course offerings in the evenings, on weekends and online should be expanded.
- Some one-day field trips could be integrated into the program (for example, to Queen’s Park, City Hall, Aboriginal sites) to great effect.
- It is important to ensure that the position of the Public-Servant-in-Residence is filled each year and to consider opportunities to engage more practitioners in the program.
- Faculty and student space is in need of improvement.

Principals’ Implementation Plan (Selected)

The Principal’s Implementation Plan includes measures to address key areas for enhancement identified by the reviewers and by the program by Fall 2017. Priority items include:

- Finalization of approvals for a dual degree option with the Universite de Laval that builds upon the existing exchange option (approved the York University Senate in March 2016);
- Increased exchange opportunities and participation;
- Improved experiential options for students (practitioner in residence; field trips, clearer information for students regarding internship);
- Consideration of curricular enhancements and varied course delivery options; and
- Development of clear Degree Level Expectations that map the student learning outcomes against the curriculum at Glendon as well as Strasbourg (completed February 2016) and proposed new dual degree option with Laval (completed prior to March 2016).

The follow-up report which will be due in October 2017 will provide a report on completed items and a status update on those that are ongoing.

Alice J. Pitt, Vice-Provost Academic
York University

**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: October 31, 2017

Program	Master in Public and International Affairs/ Maîtrise, affaires publiques et internationales (MPIA), Glendon
Program options (example, BA, MA, Phd)	MPIA
Faculty and Home Academic Unit	School of Public and International Affairs, Glendon
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: October 22-23, 2015 FAR Date: April 18, 2016 Follow-up Report Due Date: October 31, 2017
Launch of next Cyclical Program Review	Fall 2021 Site visit (anticipated): Fall 2022/Winter 2023

Enrolment data from the Final Assessment Report (VPA to populate)

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master's	25	42	19

Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015
Master's	18	35	26

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Make internships expectations clearer to students	On-going	Program	The Program has a faculty member responsible for internships (3 cr.) that helps students during the whole process (c.v. preparation, meetings with the OPS and other institutional partners, circulating information for internships opportunities). The communications between students and the Program has greatly improved.
International courses	On-going	Program	International courses count for about 50% of the courses offering
Second official language	On-going	Program in collaboration with other units	Students have now access to the services of Glendon's Career Centre that offers support in French. The program will continue to improve access and support for students' second official language.
Increase the number of practitioners	On-going	Program with the GSPIA	Practitioners will be teaching about 40% of the courses in 2018-2019. That seems an adequate balance.

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Workshops for students	On-going	Program and GSPIA	The GSPIA has put in place workshops for preparing students for hiring processes in both public service and international organizations (mock exams and mock interviews provided by specialists).

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

The MPIA aligns with Priority 1 (1.1, 2.2, and 4) and Priority 3 (1 and 3) of the University Academic Plan. The MPIA has been designed as an interdisciplinary program that involves at least 5 different departments in its activities. We thus have “Faculty-spanning curriculum”. The MPIA has always incorporated experiential component in its activities. As part of their course work, students address real life cases through activities such as preparing briefing notes and memorandums to Cabinet. Students are also in constant contact with practitioners through our Weekly Colloquium (former politicians, diplomats, journalists, high civil servants). Students need to complete a 12 weeks mandatory internship in an organization (public service, international organizations, non-governmental organizations). Finally, students have access to exchange opportunities, both internationally and domestically. The MPIA has a dual degree with the Institut d’Études Politiques, Université de Starsbourg (France), as well as agreements for one semester exchange with Sciences Po Paris and Université Laval. Our students are also using the services provided by York International.

Signature of the Dean/Principal :

Date: Dec. 12, 2017



Psychology/Psychologie, BA/iBA and BSc/iBSc, Glendon

**Cyclical Program Review – 2007 to 2014
 Final Assessment Report and Implementation Plan
 Reported to Joint-Committee on Quality Assurance: December 12, 2016**

Program Description

The Psychology Program (BA) at Glendon College was established in the 1970s. The International BA (iBA) options were available in the early 1990s. The BSc and IBSc options were approved in 2015 and were not part of this review.

The Cognitive Neuropsychology Concentration coordinates applied research opportunities between Glendon students and affiliated hospitals and health centres.

Programs at Glendon are offered in both English and French, and as a trilingual option (iBA), incorporating additional language studies and an exchange.

Psychology	Registration (new intake) 2015	Enrolment FTES 2015	Degrees Awarded 2015
BA	153	354	37 BA; 5 minor

Reviewers appointed by the Vice-Provost Academic:

Dr. Jane Ledingham, Professor, University of Ottawa
 Dr. Donald H. Saklofske, Professor, University of Western Ontario
 Dr. Robert Drummond, Professor, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean’s /Principal’s Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents



Site Visit: June 14-15, 2016

The Site Visit for the cyclical review of Psychology programs at York University included the graduate program and the undergraduate programs that are offered through the Faculty of Health on the Keele campus and York's bilingual campus, Glendon College. The reviewers met with the following academic administrators: Alice Pitt, Vice Provost Academic; Harvey Skinner, Dean, and Susan Murtha, Associate Dean, Teaching and Learning, Faculty of Health; Barbara Crow, Dean and Associate Vice-President, Faculty of Graduate Studies; Donald Ipperciel, Principal, and Timothy Moore, Chair, Department of Psychology, Glendon College; Joel Goldberg, Chair, Jennifer Connolly, Undergraduate Psychology Program Director, Jennifer Steele, Associate Undergraduate Psychology Program Director, Department of Psychology, Faculty of Health; and Adrienne Perry, Graduate Psychology Program Director, Keele Campus. The reviewers had the opportunity to meet with university librarians, full-time undergraduate and graduate faculty members, part-time faculty members, the York University Psychology Clinic Director, the Master of Calumet College, undergraduate students and graduate students on the Keele campus and undergraduate students at Glendon.

In the Review Report, the reviewers stated that they were impressed with the openness and willingness of participants to share viewpoints, issues, concerns, and recommendations from faculty, students and staff members.

Outcome:

The Joint-Committee on Quality Assurance met with representatives from the Psychology Department and with the Principal on January 26, 2017. The Committee concluded that the Principal's response and the decanal Implementation Plan addressed the review recommendations. Progress on the implementation plan will be included in the Follow-up Report due June 2018. The next CPR will begin in the Fall of 2022 and will include the recently-approved BSc degree options.

Strengths:

The reviewers commented on the rigour of the self-study documents and noted the following strengths, among others, in their report:

- The commitment to a scientifically grounded psychology program that provides research, foundational, and practice focused programs gives York University an edge over more limited programs or those that are directed at other areas of psychology, especially at the graduate level.
- The reviewers found the courses, programs and their objectives to be both contemporary and dynamic.
- It was noted on both campuses that "the faculty take very seriously what they teach, how they teach it, and who their 'audience' is".
- Program structures map well onto learning objectives.

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Principal's agenda of concerns, and the challenges and issues that were raised during the site visit.

The reviewers made a number of recommendations for the Psychology programs. Particular recommendations that were relevant to Glendon are listed below.

- The program should engage in succession planning for key administrators
- Plans should be formulated for replacements for retiring faculty (both campuses).
- Opportunities for expanding the provision of French Language programs in the GTA should be explored. For example, there is the potential that MA program offered in French could receive special funding support by federal and/or provincial governments.
- Some courses on each campus have very low enrolments, including upper year courses at Glendon.
- Students expressed a desire for more upper year courses to be taught in French.

Implementation Plan

The Principal's Implementation plan focused on three priorities.

Two of these were explicit recommendations stated by the reviewers; the third rose from a challenge raised indirectly in the report.

Implementation Priority	Responsible unit	Begin Date	End Date
Engage in succession planning for key administrators	Program	1-Jan-17	30-May-17
Prioritize areas of research for replacement positions for retiring faculty members	Program	1-Jan-17	30-May-17
Offer more French-language courses at the 3000- and 4000 level	Program (dependent also on the Office of the Principal)	1-Sep-17	1-Sep-18

Members of the Joint Sub-Committee welcomed the opportunity to meet with members of the Psychology Department and the Principal and were impressed with the strong commitment to excellence in their program, extensive experiential learning opportunities and the deliberate focus on contemporary issues, for example the challenges of our aging population. There was acknowledgement that it is essential to ensure the provision of upper year courses in French and recent hires in the Department contribute to the capacity. The program is encouraged to explore the use of technology in collaboration with Health Psychology in order to provide all students with more choices of upper year courses and to work closely with the Glendon experiential co-ordinator to support and expand its excellent opportunities. A brief discussion of the Bachelor of Science option highlighted the need for future development of or access to science breadth courses, in particular for Chemistry.

A report on the progress of the initiatives identified in the Principal's Plan will be provided in the Follow-up Report, due in June 2018.

Alice J. Pitt
Vice-Provost Academic
York University

To: Joint Sub-Committee on Quality Assurance
From: Tim Moore, Chair, Dept of Psychology, Glendon
Re: Follow-Up Report for Cyclical Program Review
Date: May 5, 2018

1. Implementation Plan Update

The three items in the Psychology Implementation Plan arising from the reviewer's report were:

- 1. Engage in succession planning for key administrators**
- 2. Prioritize areas of research for replacement positions for the greying faculty members**
- 3. Offer more French-language courses at the 3000- and 4000 level**

The College solicited departmental Complement Plans from all Glendon units in April of 2018. Our Complement Plan was completed on April 29, 2018. I have included that document with this one because Items 2 & 3 above were subsumed in that planning document. I have also attached the updated Program Level Expectations document.

Succession planning is in place. Professor Moore will continue as chair until December 31, 2018 at which time Professor Proulx will assume responsibility.

With respect to replacement positions, Professor Russon expects to retire in January 2020. With her departure, there will be no one to cover comparative psychology (animal behavior, evolutionary psychology, primates, and (relatedly) the psychology of language. *Comparative Psychology* has been an important dimension of psychology since the early 1900s and remains a thriving area of research today. Indeed, the area is undergoing a renaissance. There are few CUPE instructors who can teach these courses and in any case we need a person with research skills and continuity. It is especially important to maintain a *Comparative Psychology* presence in the department because Glendon Biology now has a tenure-track primatologist, thus affording an excellent opportunity to enhance the breadth of Glendon's teaching and research in this area. There are established interdisciplinary links to other faculties and units at York including Keele Biology, FES, Philosophy (LAPS) and Psychology (HH), not to mention collaborations with animal cognition scholars at U of T, Guelph, and other southern Ontario universities. Professor Russon was the 2017 recipient of York's Research Excellence Award. When receiving it, she noted that her accomplishments would not have been possible without "the best academic home I could imagine – Glendon Psychology". Her legacy is worth preserving.

Professor Alcock is on reduced load and plans to retire in year 2021. With him we will lose our only expert in the area of *social psychology*. Given that it is one of the main fields of our discipline, hiring a social psychologist is a top priority. This individual could teach Introduction to Social Psychology and related courses as a function of their research interests (e.g., Personality, Interpersonal and Intergroup Processes, Psychology & Law). This hire would also introduce the new research methodologies that are currently de

rigueur in social psychology, allowing for rich collaborations with other faculty members and other departments such as Sociology and Biology.

The issue of additional courses (in *both* languages) was addressed in detail in the Complement Plan. We have been under-resourced for years. The 2015 new appointment brought our faculty complement to 7 $\frac{1}{3}$ -- unchanged since 2005, even though the number of majors has more than doubled. Despite our growth in student numbers, overall course offerings have actually decreased. Our 3rd and 4th year elective course offerings are very sparse. Students regularly commute to the Faculty of Health in order to complete their Psychology requirements. We sorely need more (and new) upper year courses offered in both languages.

2. Additional Program Initiatives

The Psychology Department continues to be a centre of excellence in research. This year the department welcomed an outstanding vision scientist, Patrick Cavanagh, formerly of Harvard University and the Université Paris Descartes who adds substantially to the department's research in vision science.

Our Centre for Cognitive Health (CCH) engages in research on aging and cognitive disorders. The research addresses: (1) optimal, normal and dysfunctional cognitive aging; (2) development and validation of neuropsychological tools for the franco-ontarian senior population; (3) development of clinical assessment and intervention tools for franco-ontarian patients suffering from cognitive impairment.

One of CCH's current projects is funded (\$240K) by The Centre for Aging & Brain Health Innovation (CABHI). CABHI is a co-

ordination hub that strives to advance the public interest by supporting innovation in aging and brain health research and seniors' care. CABHI supports projects that develop interventions aimed at cultivating aging and brain health solutions and practices across a diverse range of settings and populations. CABHI publicly disseminates learning materials, tools, methodologies, and practices that are developed as a result of those projects. Professors Proulx and Romero have created a course that will increase the level of knowledge of professionals specializing in neurological conditions and geriatrics in areas such as cognitive health and neurodegenerative diseases.

Given the barriers for Franco-Ontarians to access specialized services for cognitive impairment, improving the knowledge of community health care practitioners regarding identification and treatment of cognitive impairments will provide concrete, immediate benefits for Franco Ontarians. The neuropsychology credit course will be delivered by the department's Centre for Cognitive Health (CCH) of which Professor Proulx is the director. More information on this project can be found at:

<http://yfile.news.yorku.ca/2017/11/23/glendon-researchers-awarded-funding-for-brain-health-e>

The current provincial dementia strategy crafted by the Ontario Ministry of Health and LongTerm Care calls for integration between different levels of the health-care system including specialist care, dementia and memory clinics, primary care providers, and in-community supports. The CCH is developing a full-time specialized memory clinic to serve as a hub for the GTA's French language dementia care needs. There are now over 2000 cases of dementia among Francophones spread across the GTA and hundreds more expected over the next few years. The CCH's defining features are (1) applied research, (2) student internships and (3) outreach to the francophone community. Undergraduate and graduate students specializing in neuropsychology are already involved in hospitals

around the GTA under the supervision of Professor Proulx. This places the CCH in an ideal position to integrate and consolidate the cognitive and mental health outreach services in French that the province is striving to provide. The memory clinic will serve the ministry's needs and raise the profile of both Glendon and the CCH.

Table 1

Enrollment Trends 2012/13 to 2016/17

Glendon Psychology v Health Psychology v Glendon Overall

	Glendon Psych	Health Psych	Glendon overall
Registrations (A 4.0 IAPR)	+ 57% (96 – 151)	- 18% (1054 – 859)	- 3% (767 – 745)
Majors (B 1.0 IAPR)	+ 54% (269 – 414)	- 14% (4781 – 4172)	+4.3% (2535 - 2645)
Total Home FFTE's (C 1.0 IAPR)	+ 56% (234 – 365)	-12% (4125 – 3616)	+3.5% (2221 – 2302)
Course Registrations (D 1.0 IAPR)	+32% (1284 – 1698)	-3% (29938 – 29064)	+2% (18958 – 19374)

Applications (A 1.0 IAPR): +243% - 32% + 40%

Glendon Psychology applications as a proportion of Glendon total applications in 2016: 23%

Complement Plan

Department of Psychology

Glendon College

4/29/2018

Complement Plan

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Departmental Complement Plan

April 2018 Department of Psychology

Basic Analytics

Current Number of Professors (Heads)*	6.8
Ratio Students / Professors (FFTEs / Heads) **	53.7
Ratio Professors / CUPE (FCE / FCE)***	11/10

* Please account for cross-appointments, as well as faculty members on sabbatical or leaves

** Please use home FFTEs, Academic Program Report 2017.

*** Please use data from 2017-2018 (not available)

Known Anticipated Retirements

Anne Russon Jan. 1, 2020

Program Trend (Glendon Psych Majors)

see Tables 1, 2, 3 & 4 (attached)

York University Trend (Health Psych Majors)

see Tables 1, 2, 3 & 4 (attached)

System Trends (Glendon)

see Tables 1, 2, 3 & 4 (attached)

Advancing Teaching Quality and Sustainability

As was noted in the last Complement Plan document in 2016, the data then (and now, see Tables 1 -4, attached) demonstrate unambiguously that there has been a growing demand for our programs from both anglophone and francophone markets (e.g, an increase in number of majors of 54% since 2012). The new bilingual BSc program is doing well. Well over half of the students in Introductory Psychology are self-declared Psych majors when they arrive at Glendon. Without the gains made by the Psychology Department, the College would be showing a decline in growth from 2012-16 instead of an increase (Tables 2 & 3). With the 2015 new appointment, our faculty complement is now 7½ -- unchanged since 2005, even though the number of majors has more than doubled. Despite our growth in student numbers, overall course offerings have actually decreased. We are at the tipping point where students may perceive our program to be offering more than it can deliver. Our 3rd and 4th year elective course offerings are very sparse. Students regularly commute to the Faculty of Health in order to complete their Psychology requirements. Many students are attracted by the concentration of courses in the Neuropsychology of Aging in our Centre for Cognitive Health, however these cannot all be offered in both languages on an annual basis. Moreover, we are unable to expand these offerings. We sorely need more (and new) upper year courses offered in both languages.

Experiential Education is one of our many strengths. All students conduct their own empirical research projects through the Experimental Psychology courses. Off campus research opportunities have been an integral part of our program for many years. Student projects from the Experimental Psychology courses are regularly presented at undergraduate research fairs and/or at national conferences such as the Canadian Psychology Association's annual convention. Sometimes course-related research is expanded and transformed into senior theses. It is not unusual for an honours thesis to end up being published in a peer-reviewed journal. In addition, relative to other local Universities (e.g., Ryerson, U of T) our practicum offerings in neuropsychology are far more numerous and are highly cherished by those students who obtain them. These opportunities are part of what attracts students to our programs, but it is labor intensive to establish, organize and supervise these activities. Appropriate resources must be provided in order to sustain and improve these initiatives.

Research Vision

The Psychology Department continues to be a centre of excellence in research. As noted above we provide a rich environment for student projects and senior theses. This year the department welcomed an outstanding vision scientist, Patrick Cavanagh, formerly of Harvard University and the Université Paris Descartes who adds substantially to the department's research in vision science.

Our faculty authored over 35 publications in the last year and gave over 45 presentations and posters at national and international conferences. The faculty also hold and/or were awarded numerous research grants that, in addition to supporting ongoing research programs also provide opportunities to hire and engage students as research assistants. Recent faculty accomplishments are presented on pages 8 – 18. This is a remarkable list inasmuch as it is restricted to activities occurring (mostly) in the last 18 months.

Our Centre for Cognitive Health (CCH) engages in research on aging and cognitive disorders. The research addresses: (1) optimal, normal and dysfunctional cognitive aging; (2) development and validation of neuropsychological tools for the franco-ontarian senior population; (3) development of clinical assessment and intervention tools for franco-ontarian patients suffering from cognitive impairment.

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The current provincial dementia strategy crafted by the Ontario Ministry of Health and LongTerm Care calls for integration between different levels of the health-care system including specialist care, dementia and memory clinics, primary care providers, and in-community supports. The CCH is developing a full-time specialized memory clinic to serve as a hub for the GTA's French language dementia care needs. There are now over 2000 cases of dementia among Francophones spread across the GTA and hundreds more expected over the next few years. The CCH's defining features are (1) applied research, (2) student internships and (3) outreach to the francophone community. Undergraduate and graduate students specializing in neuropsychology are already involved in hospitals around the GTA under the supervision of Professor Proulx. This places the CCH in an ideal position to integrate and consolidate the cognitive and mental health outreach services in French that the province is striving to provide. The memory clinic will serve the ministry's needs and raise the profile of both Glendon and the CCH.

Resource Needs

A cynic might view our program as a ‘cash cow’ that can be safely ignored because we would remain financially viable even if enrolments were to decline. Such a myopic outlook would be maladaptive in the long run, not to mention antithetical to the values of academic excellence, scholarship and research that are the essence of what universities are all about. If another AAPR exercise were to be conducted today, our program would be even further into the upper righthand quadrant of the performance matrix (high quality, high sustainability) than it was back in 2014. The Program Sustainability data 2015-16 (Table 4, attached) showed that Psychology accounted for:

- (1) 8% of the total tenure-track appointments
- (2) 6% of the total number of courses taught
- (3) 17% (>\$1.5 million) of Glendon’s annual net revenues.

These discrepancies are as conspicuous today as they were 3 years ago. It is also important to keep in mind that the MTCU funding/grant weight for Psychology Honours students is approximately 50% greater¹ than it is for other Liberal Arts honours majors (e.g., History, English). Consequently, it is in the College’s interests to protect and cultivate Psychology majors because they generate disproportionately more funding than other majors. The differential weighting also shows incontrovertibly that more resources are required to mount a Psychology program. We should not have to be sacrificing a half course elective in order to obtain marker/grader funds that ought to be routinely forthcoming.

In 2016 the Provost (now the president) observed that it is appropriate to increase capacity in high demand programs. Applications to Glendon Psychology’s program increased 243% between 2012 and 2016 (Table 1). It is indisputable that our program is in high demand but our capacity has not increased; if anything, it has shrunk. To rectify this state of affairs we are requesting:

1. At least 2 new appointments to reduce the reliance on contract instructors.

A specialist in **Health Psychology** would strengthen and amalgamate areas in which we already have good expertise and momentum —developmental psychology, social psychology, neuropsychology and vision research. Psychology is becoming more appreciated for its involvement in improving people’s lives, especially in the context of achieving good health outcomes, prevention, intervention and rehabilitation of disabilities and illnesses. Our Centre for Cognitive Health already has a strong commitment to enhancing the health of our

¹ The precise figure is ~ 1.47 (confirmed by the office of Institutional Research, Reporting & Analysis, York University, April, 2018)

aging population. This involvement needs to be fostered and expanded to cover the entire life span. Health Psychology covers a wide variety of subject areas. A new faculty member whose expertise resonates with themes in many of our colleagues' fields of expertise would contribute significantly to departmental cohesion.

Given recent changes in statistics and research methods in psychology, (e.g, *Advances in Methods and Practices in Psychological Science*, 2018, Vol. 1(1) 3-6) a new appointee with added expertise in **quantitative methods** for behavioural sciences would be especially beneficial. This individual could oversee the teaching of the courses that form the core of the research training that our students receive: Statistics I (PSYC 2530), Statistics II (PSYC 2531, Introduction to Experimental Psychology (PSYC 2520), Intermediate Experimental Psychology (PSYC 3525), and Advanced Experimental Design (PSYC 4240). This supervision would promote consistency and continuity in how these fundamentals are taught and would also insure the incorporation of the new methods and new pedagogical innovations for teaching concepts that many students find challenging. It would also free up the faculty members who are currently teaching these courses to teach in their respective areas of specialization.

As noted above our experiential learning program in neuropsychology is extremely popular with our students and in high demand by local hospitals and community health centres. Many students have conducted honours theses in hospital settings. The Center for Cognitive Health cannot keep up with current requests from the health institutions for bilingual students trained with neuropsychological protocols that have been developed by Professor Proulx and his colleagues. Although Dr. Leach was teaching here on a contractual basis, his retirement last year left a big gap in the neuropsych program. The CCH has been invited by the Ministry of Health to increase its contributions to the Ontario francophone community; funding proposals have been submitted. An appointment in **cognitive neurosciences** with expertise in new digital technologies would be timely. It would help us meet the increasing demand for neurocognitive tools amenable to tele-health and would appropriately capitalize on the department's expertise in human neuropsychology.

2. More courses:

(a) an increase in net offerings from 21 to 24 full courses, including

- Psych 3xxx 3.0 The Psychology of Aging (EN,FR)
- Psych 4xxx 3.0 Contemporary Issues in Psychology (EN,FR)
- more regular offerings of already existing courses

3. Appropriate marker/grader support for high enrolment mandatory courses (e.g., Statistics I (PSYC 2530 3.0 E & F); Statistics II (PSYC 2531 3.0 E & F); Introduction to Experimental Psychology (PSYC 2520 3.0 E & F); Intermediate Experimental Psychology (PSYC 3525 3.0).

4. Replacement appointments for impending retirees.

Professor Russon expects to retire in January 2020. With her departure, there will be no one to cover **comparative psychology** (animal behavior, evolutionary psychology, primates, and (relatedly) the psychology of language. Comparative Psychology has been an important dimension of psychology since the early 1900s and remains a thriving area of research today. Indeed, the area is undergoing a renaissance. There are few CUPE instructors who can teach these courses and in any case we need a person with research skills and continuity. It is especially important to maintain a Comparative Psychology presence in the department because Glendon Biology now has a tenure-track primatologist, thus affording an excellent opportunity to enhance the breadth of Glendon's teaching and research in this area. There are established interdisciplinary links to other faculties and units at York including Keele Biology, FES, Philosophy (LAPS) and Psychology (HH), not to mention collaborations with animal cognition scholars at U of T, Guelph, and other southern Ontario universities. Professor Russon was the 2017 recipient of York's Research Excellence Award. When receiving it, she noted that her accomplishments would not have been possible without "the best academic home I could imagine – Glendon Psychology". Her legacy is worth preserving.

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Recent (2017-18) Publications

Alcock, J.E. (2018). *Belief: What It Means to Believe and Why Our Convictions Are So Compelling*. Amherst, NY: Prometheus Books.

Alcock, J. E. (2017). Bear in mind. In K. Stollznow (Ed.), *Would you believe it?* (Pp.239-246).

Alcock, J.E. (2017). Book review: The scientist and the philosopher. (Review of Mario Bunge's *Between two worlds*). *Skeptical Inquirer*, 41(2), 58-61.

Adamian, N., & **Cavanagh, P.** (2017). Fröhlich effects and delays of visual attention. *Journal of Vision*, 17(1):3. doi: 10.1167/17.1.3

Anstis, S, & **Cavanagh, P.** (2017). Moving backgrounds massively change the apparent size, shape, and orientation of flashed test squares. *iPerception*, 8(6), 1-4. doi: 10.1177/2041669517737561

Connolly, S, Connolly, D., Cleary, A., Herman, L., & **Cavanagh, P.** (2017). Build your own equiluminance helmet. *i-Perception*, 8(4), doi: 10.1177/2041669517716467

Edwards, G., Paeye, C., Marque, P. VanRullen, R., & **Cavanagh P.** (2017) Predictive position computations mediated by parietal areas: TMS evidence. *Neuroimage*, 153, 49-57. doi: 10.1073/pnas.1615504114

Greenwood, J., Szinte, M., Sayim, B., & **Cavanagh, P.** (2017). Variations in crowding, saccadic precision, and spatial localization reveal the shared topology of spatial vision. *PNAS*, 114(17), E3573-E3582. doi/10.1073/pnas.1615504114.

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Lisi, M., & **Cavanagh, P.** (2017). Different spatial representations guide eye and hand movements. *Journal of Vision*, 17(2):12. doi: 10.1167/17.2.12

Lisi, M., & **Cavanagh, P.** (2017). Different spatial representations guide eye and hand movements. *Journal of Vision*, 17(2):12. Doi: 10.1167/17.2.12

Maus, G. W., Duyck, M., Lisi, M., Collins, T., Whitney, D., & **Cavanagh, P.** (2017). Target displacements during eye blinks trigger automatic recalibration of gaze direction. *Current Biology*, 27(3):445-450. doi: 10.1016/j.cub.2016.12.029.

Paeye, C., Collins, T., & **Cavanagh, P.** (2017). Trans-saccadic perceptual fusion. *Journal of Vision*, 17(1):14. doi: 10.1167/17.1.14.

- Silvestre, D., **Cavanagh**, P., Arleo, A., & Allard, R. (2017). Adding localized noise can enhance the contribution of top-down processing on contrast detection. *Journal of Vision*, 17(2):5. doi: 10.1167/17.2.5.
- Casati, R., & **Cavanagh**, P. (2018). *The visual world of shadows*. Cambridge, MA: MIT Press, in press.
- Cavanagh**, P., & Anstis, S. (2018). Diamond patterns: cumulative Cornsweet effects and motion-induced brightening. *iPerception*, in press.
- Edwards, G., VanRullen, R., & **Cavanagh**, P. (2018). Decoding trans-saccadic memory. *Journal of Neuroscience*, 38(5), 1114-1123. doi: 10.1523/JNEUROSCI.0854-17.2017.
- Haladjan, H., Lisi, M., & **Cavanagh**, P. (2018). Motion and position shifts induced by the double-drift stimulus are unaffected by attentional load. *Attention, Performance, & Psychophysics*, in press.
- Liu, S, Tse, P, & **Cavanagh**, P. (2018). Meridian interference reveals neural locus of motion-induced position shifts. *Journal of Neurophysiology*, in press.
- Chen, Z., Kosovicheva, A., Wolfe, B., **Cavanagh**, P., Gorea, A., Whitney, D. (2018). Unifying visual space across the right and left hemifields. *Psychological Science*, Epub ahead of print, doi: [10.1177/0956797617735534](https://doi.org/10.1177/0956797617735534).
- Massendari, D., Lisi, M., Collins, T., & **Cavanagh**, P. (2018). Memory-guided saccades show effect of perceptual illusion whereas visually-guided saccades do not. *Journal of Neurophysiology*, 119, 62-72. doi: 10.1152/jn.00229.2017
- Paeye, C., Collins, T., & **Cavanagh**, P., Herwig, A. (2018). Calibration of peripheral perception of shape with and without saccadic eye movements. *Attention, Perception, & Psychophysics*, Epub ahead of print, doi: 10.3758/s13414-017-1478-3.
- Visconti di Oleggio Castello, M., Taylor, M., **Cavanagh**, P., & Gobbini, M. I. (2018). Idiosyncratic, retinotopic bias in face identification modulated by familiarity. *eNeuro*, in press.
- Cyr**, A.-A., & Anderson, N. D. (2018). Learning errors among younger and older adults. In R. Kessels & C. Haslam (Ed.), *Current Issues in Neuropsychology*. Invited submission.
- Cyr**, A.-A., Anderson, N. D. (Accepted pending revisions). Effects of question framing on self-reported memory concerns across the lifespan, *Experimental Aging Research*.
- Cyr**, A.-A., & Anderson, N. D. (Accepted). Learning from your mistakes: Does it matter if you're out in left foot, I mean field? *Memory*.

Tao, D., Zhang, R., Lou, E. & **Lalonde**, R.N. (in press). The cultural shaping of career aspirations: Acculturation and Chinese biculturals' career identity styles. *Canadian Journal of Behavioural Science*.

Zhang, R., Noels, K.A., **Lalonde**, R.N., & Salas, S.J. (2017). Self-consistency in bicultural persons: Dialectical self-beliefs mediate the relation between identity integration and self-consistency. *Frontiers in Psychology*, 8, Article 321. <https://doi.org/10.3389/fpsyg.2017.00321>

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Fitzsimmons, L, & **Moore**, T. E. (in press). When in doubt, be compliant: The social dynamics of the right to silence. *Criminal Law Quarterly*.

Luther, K., Snook, B., & **Moore**, T. E. (in press). Lingering Problems with the Mr Big Technique. *CREST Security Review*.

Robin, J., Lowe, M. X., Pishdadian S., **Rivest**, J., Cant, J. S. & Moscovitch, M. (2017). Selective scene perception deficits in a case of topographical disorientation. *Cortex*, (MS Number: CORTEX-D-16-00624).

Rivest, J., Svoboda, E., McCarthy, J., & Moscovitch, M. (2016). A case study of topographic disorientation: Behavioral intervention for achieving independent navigation. *Neuropsychological Rehabilitation* (MS Number: NRH-TR 15.11.R1).

Romero, K., & Moscovitch, M. (in press). Episodic Memory and Event Construction in Aging and Amnesia. *Journal of Memory and Language* [Epub ahead of print].

Sheldon, S., Diamond, N. B., Armson, M. J., Palombo, D. J., Selarka, D., **Romero**, K., Bacopulos, A., & Levine, B. (2018). Assessing autobiographical memory: implications for understanding the underlying neurocognitive mechanisms. In JT Wixted (Ed.), *The Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience*, Fourth Edition, Volume 1, 289-321. Wiley: New York.

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Russon, AE (in press). Pantomime and imitation in great apes: Implications for reconstructing the evolution of language. Special issue on “How the Brain Got Language: Towards a New Road Map”. *Interaction Studies*, 19:1-2.

Young, G. (in press) Encyclopedia entry on Handedness. In *Encyclopedia of Child and Adolescent Development*, edited by S. Hupp & J. Jewell. NY: Wiley-Blackwell.

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Young, G. (2017). PTSD in court. Part II. Risk factors, endophenotypes, and biological underpinnings. *International Journal of Law and Psychiatry*, 51, 1-21.

Young, G. (2017). *Revising the American Psychological Association Ethics Code*. Cham, Switzerland: Springer International Publishing.

Young, G. (2017). Admissibility of neuropsychological evidence. In S. S. Bush, G. J. Demakis, & M. L. Rohling (Eds.), *American Psychological Association Handbook of Forensic Neuropsychology* (pp. 413-432). Washington, DC: American Psychological Association.

Recent (2017-18) Presentations/Addresses

Cavanagh, P. “Where”, UC Berkeley. January 30, 2018

Cavanagh, P. “Where”, Northeastern University. November 16, 2017

Cavanagh, P. “The artist as Neuroscientist”, York University. October 6, 2017

Cavanagh, P. Feschrift for Walter Gerbino, Trieste, “Cornell Capa’s nose”, September 2, 2017

Cavanagh, P. “The artist as Neuroscientist”. Rhodes College, Memphis, , August 5, 2017

Cavanagh, P. “Where?” University of London, March 16, 2017

Lui, S., Yu, Q., Tse, P. & **Cavanagh, P.** (2017). Neural basis of the double-drift illusion. *Journal of Vision*, 17, 603. Conference proceedings.

Frank, S., Sun, L., **Cavanagh, P.**, Greenlee, M., & Tse, P. (2017) Perceptual learning based on the learning of diagnostic features. *Journal of Vision*, 17, 506. Conference proceedings

Edwards, G., VanRullen, R., & **Cavanagh, P.** EEG decoding of pre-saccadic effects on post-saccadic processing. *Journal of Vision*, 17, 738. Conference proceedings

Massendari, D., Lisi, M., **Cavanagh, P.**, & Collins, T. (2017). Is the efference copy of a saccade influenced by a perceptual illusion. *Journal of Vision*, 17, 879. Conference proceedings

Lisi, M. & **Cavanagh, P.** (2017). Cooperative interactions between saccadic and pursuit planning when targeting a moving object. *Journal of Vision*, 17, 1278. Conference proceedings

Lash, A., **Cyr, A.-A.**, & Anderson, N. D. (May, 2018). The effects of age and hearing acuity on trial-and-error and errorless listening on memory for speech. Poster presented at the Cognitive Aging Conference. Atlanta, GA.

Cila, J., **Lalonde, R.N.**, Schuller, R.A., & Sasaki, J.Y. (2018, July). Examining the role of culture and religion on well-being in religious minorities. International Congress of the International Association for Cross-Cultural Psychology, Guelph, Canada.

Cila, J., **Lalonde, R.N.**, & Giguère, B. (2018, July). How cultural norms and situations shape intergenerational conflict: Examining young bicultural adults in a western context. International Congress of the International Association for Cross-Cultural Psychology, Guelph, Canada.

Cila, J., & **Lalonde, R.N.** (2018, June). What's in a name? Motivations for baby-naming in multicultural contexts. International Conference on Language and Social Psychology (ICLASP), Edmonton, Canada.

Cila, J., & **Lalonde**, R.N. (2018, June). Are bicultural individuals evaluated differently based on their names? In-group and out-group perspectives. International Congress of Applied Psychology, Montreal, Canada.

Lalonde, R.N., Sasaki J.Y., Simoes, V., Kwon, H., & Cila, J. (2018, July). A conceptual framework for examining the Asian model-minority stereotype: The target's perspective. International Congress of the International Association for Cross-Cultural Psychology, Guelph, Canada.

Nazeer, M., Cila, R., **Lalonde**, R.N., Mirnajafi, Z. (2018, July). To shake or not to shake: The role of religiosity and sexist attitudes in the decision to shake hands with members of the opposite sex. International Congress of the International Association for Cross-Cultural Psychology, Guelph, Canada.

Padgett, J.K., Lou, E., & **Lalonde**, R.N. (2018, July). Model minority stereotype: Reader reactions to media portrayals of East Asian students. International Congress of the International Association for Cross-Cultural Psychology, Guelph, Canada.

Kwon, H., Simoes, V., **Lalonde**, R.N., Sasaki, J.Y., & Cila, J. (2018, March) Public perceptions of the model minority stereotype. Society for Personality and Social Psychology (SPSP) Pre-conference. Atlanta.

Lalonde, R.N., Lou, E., & Sasaki, J.Y. (2017, April). Being stereotyped as a model minority: The Asian Canadian experience. Society of Australasian Social Psychologists, Melbourne.

Haji, R., Cila, J., & **Lalonde**, R.N. (2017, June). Beyond sectarian boundaries: Dimensions of Muslim Canadian religious identity and prediction of sociocultural attitudes. International Society of Political Psychology (ISPP). Edinburgh, Scotland.

Moore, T. E. Invited participant at the Wrongful Conviction Roundtable Hosted by Innocence Canada and the Department of Justice: The Future of Innocence Work as Part of the Federal Criminal Justice System Review. Law Society of Upper Canada, Feb 10, 2017.

Moore, T. E. (2017) Investigative interviews and statement admissibility. Invited address at the Toronto Police College, Persuasion-based Interviewing Course, March 2, 2017.

Moore, T. E. (2017) Evidence in Criminal Investigations: Latest Developments in Law and Practice. Program Co-Chair. Osgoode Hall Law School Professional Development Program. March 31, 2017.

Moore, T. E. (2017). Memory Science & Its Legal Implications. Panel participant. Evidence in Criminal Investigations: Latest Developments in Law and Practice. Osgoode Hall Law School Professional Development Program. March 31, 2017.

- Moore, T. E.** (2017). Investigative interviews. Invited address at the Toronto Police College, Persuasion-based Interviewing Course, May 18, 2017.
- Moore, T. E.** (2017). Appraising Confessions. Panel participant. Canadian Psychological Association, Criminal Justice Psychology. Psychological Issues in Criminal Cases: Factors that Influence the Risk of Wrongful Convictions, Toronto, June 10, 2017.
- Moore, T. E.** (2017). Investigative interviews. Invited address at the Toronto Police College, Persuasion-based Interviewing Course, Sept. 14, 2017.
- Moore, T. E.** (2017). Expert opinion evidence & statement admissibility issues. Invited lecture at the University of Toronto, Faculty of Law, Wrongful Convictions (LAW542H1F), Oct. 4, 2017.
- Moore, T. E.** (2017). Expert Evidence: Appraising Mr. Big Operations. Invited address at Dalhousie University, Schulich School of Law, Evidence (LAWS2008). Dec. 1, Halifax.
- Moore, T. E.** (2017). Investigative interviews and statement admissibility. Invited address at the Toronto Police College, Persuasion-based Interviewing Course, Dec. 14, 2017.
- Moore, T. E.** (2018). [with S. Nowak, Innocence Canada]. Preventing Miscarriages of Justice. Major Crimes Investigative Techniques Course. Canadian Police College/RCMP, Ottawa, May 7, 2018.
- Ladyka-Wojcik N, Bellana B, Romero K, Leach L, Proulx G.** (2018). Variability in Cognitive Aging: Validation of the the Kaplan Baycrest Neurocognitive Assessment. Canadian Association for Neuroscience. 12th Annual Canadian Neuroscience Meeting (accepted).
- Hmamad K, Zadra F, **Ladyka-Wojcik N, Leach L, Proulx G.** (2018). Étude de validation de la version francophone du Kaplan Baycrest Neurocognitive Assessment. Canadian Psychological Association. 29th International Congress of Applied Psychology (accepted).
- Vachon, C., Howel, S., **Romero, K., Proulx, G.** (2017) Paying Attention to Normal Aging and Cardiovascular Risk Factors on Cognitive Variability. Annual Canadian Neuroscience Conference, Montreal.
- Proulx, G.** (2017) Radio Canada (Toronto). Vieillessement optimal.
- Proulx, G.** (2017) The Aging Brain: Opportunities and Challenges, Canadian Federation of University Women, Toronto.
- Proulx, G.** (2017) Santé et vieillissement cognitive. Association Canadienne pour la santé mentale. Toronto.
- Proulx G.** (2017) Speaker Conference held by the Ministry of Health, Province of Ontario for Ontario Strategy for Dementia Care.

- Rivest, J.** (2018). Posterior Cortical Atrophy: A longitudinal neurocognitive case study. Vision Sciences Society, Florida, May 2018.
- Russon, AE.** (2017). Orangutans in Kutai National Park: Research and Conservation. Keynote speaker, Nussbaum lecture. Nov. 9, Indianapolis Zoo, Indianapolis.
- Russon, AE.** (2017). Orangutan Behavioral Rehabilitation. Invited presentation, Orangutan Veterinary Advisory Group Workshop, Jul. 23-27, Yogyakarta, Indonesia.
- Russon, AE.** (2017). Pantomime and imitation in great apes: Implications for reconstructing the evolution of language. Invited presentation for the workshop, How the Brain Got Language: Towards a New Road Map (Michael A. Arbib, organizer), La Jolla, Ca, Aug. 29-31.
- Young, G.** (2017). Revising the APA ethics code: New principles and sub-principles. Paper presented at the Annual Meeting of the American Psychological Association, Washington, DC, August 5.
- Young, G.** (2017). PTSD in court and malingered PTSD. Invited keynote address presented at 5th European Conference on Symptom Validity Assessment, Basel, Switzerland, June 22.
- Young, G.** (2017). Toward unifying psychology and causality. Paper presented at the Annual Convention of the Canadian Psychological Association. Toronto, ON, June 8-10.
- Young, G.** (2017). Mock court witness; cross-examined. At the workshop, Introduction to concussion: The physical Medicine perspective. Canadian Society of Medical Evaluators, CSME, May 11.
- Young, G.** (2018). Revising the APA ethics code: Standards. Poster presentation, American Psychological Association, San Francisco, August 9.
- Young, G.** (2018). Invited keynote address. Assessing psychological injury/ trauma for court: From population research to the individual case. European Association of Psychology and Law, Turku, Finland, June 25.

Research Grants

Cavanagh, P.	2017-19	Depth from Shadows	York VISTA	\$50,000.
Cavanagh, P.	2016-20	Neural basis of attention. (14 PIs)	USA NSF	US \$6,000,000.
Cavanagh, P.	2013-17	Predictive Coding of Position	ERC	€ 1,988,000.
Lalonde, R. N.	2015-20	The double-edged sword of the model minority stereotype: cognitive components, affective responses, and psychological outcomes. (with Dr. Joni Sasaki)	SSHRC	\$ 169,979
Proulx, G.	2017 – 18	The North-South Brain Health Educational Course Initiative. (with Kris Romero)	CABHI	\$240,000
Proulx, G.	2017-18	The Glendon Centre for Cognitive Health.	MTCU	\$200,000
Romero, K.	2018-2019	The Glendon Repeatable Executive Attention Tests (GREAT)	CABHI	\$50,000
Romero, K.	(co-investigator with B. Levine et al.)	2016-2021 Individual differences in autobiographical memory: cognitive, behavioural and neural correlates and their relationship to aging.	CIHR	\$760,680
Romero, K.	(co-investigator with A. Feinstein et al.)	2015-2018 Coming off cannabis in MS: a longitudinal, cognitive, and fMRI study.	U.S. National Multiple Sclerosis Society Grant	\$282,227

- Russon, A.** 2017 (awarded 2016) Orangutan conservation research in Kutai National Park
Indianapolis Zoo \$50,000

- Russon, A.** 2012-17 Orangutan ranging & diet
NSERC Individual Discovery Grant \$125,000
(\$25,000 per year)

Appendix

Table 1 Enrolment trends:

**Glendon Psych
Health Psych
Glendon totals**

Table 2 Glendon Headcounts 2012-16 with Psychology

Table 3 Glendon Headcounts 2012-16 without Psychology

Table 4 Sustainability Data (2015)

Table 2 Glendon Headcount 2012 - 16 (Including Psychology) + 4.3 %

Undergraduate Student Headcount

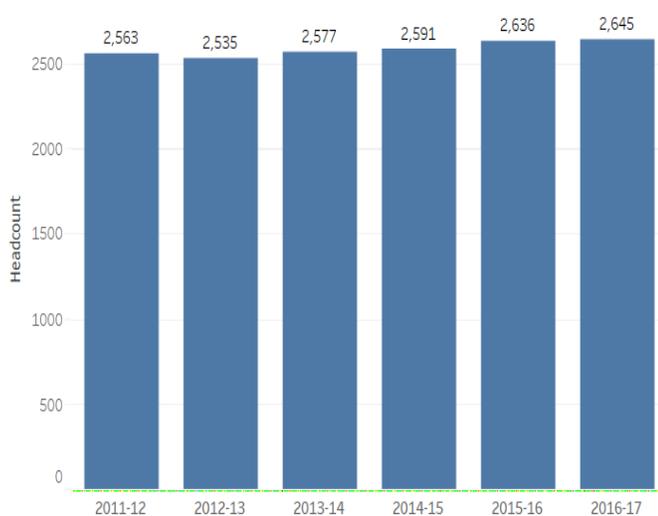
Data Source: OIPA (ERE)

Next Update: August 2018 (Summer Data)

Year Multiple values	Session Fall	Faculty Glendon College	Major 1 All	Full-Time / Part-Time All	Visa Status All	Eligibility All	Gender All
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Undergraduate Student Headcount

Indicators



Indicator	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Citizenship						
Canadian	82.2%	82.0%	82.1%	81.6%	81.0%	79.5%
International	17.8%	18.0%	17.9%	18.4%	19.0%	20.5%
Visa Status						
Non-Visa	92.4%	92.4%	91.5%	91.3%	91.0%	89.6%
Visa	7.6%	7.6%	8.5%	8.7%	9.0%	10.4%
FT / PT						
Full-Time	85.7%	85.6%	85.8%	86.9%	88.8%	87.8%
Part-Time	14.3%	14.4%	14.2%	13.1%	11.2%	12.2%
Gender						
Female	74.0%	74.8%	75.7%	76.1%	74.2%	73.5%
Male	26.0%	25.2%	24.3%	23.9%	25.8%	26.5%
Not Reported			0.0%			0.0%

Hover over the "Faculty" field below and use the +/- symbols to expand/contract the level of detail.

Faculty	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grand Total	2,563	2,535	2,577	2,591	2,636	2,645
Glendon College	2,563	2,535	2,577	2,591	2,636	2,645

Table 3 Glendon Headcount 2012 – 16 (Excluding Psychology)

- 1.5 %

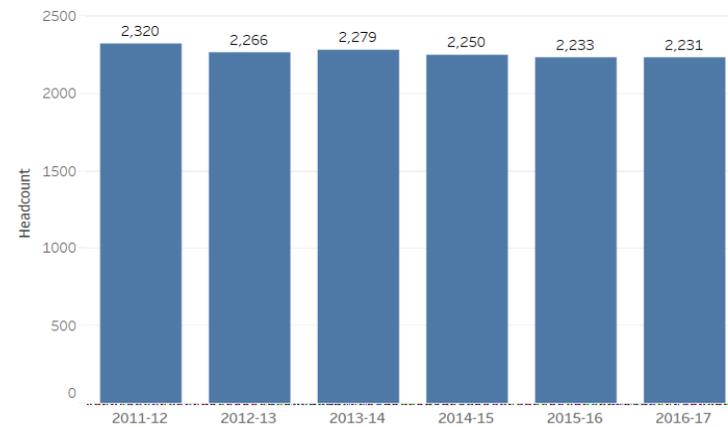
Undergraduate Student Headcount

Data Source: OIPA (ERE)

Next Update: August 2018 (Summer Data)

Year Multiple values	Session Fall	Faculty Glendon College	Major 1 Multiple values	Full-Time / Part-Time All	Visa Status All	Eligibility All	Gender All
--------------------------------	------------------------	-----------------------------------	-----------------------------------	-------------------------------------	---------------------------	---------------------------	----------------------

Undergraduate Student Headcount



Indicators

Indicator	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Citizenship						
Canadian	81.5%	81.1%	81.0%	81.0%	80.3%	78.4%
International	18.5%	18.9%	19.0%	19.0%	19.7%	21.6%
Visa Status						
Non-Visa	92.0%	91.9%	90.9%	90.8%	90.5%	88.7%
Visa	8.0%	8.1%	9.1%	9.2%	9.5%	11.3%
FT / PT						
Full-Time	85.6%	85.5%	85.9%	86.4%	88.6%	87.7%
Part-Time	14.4%	14.5%	14.1%	13.6%	11.4%	12.3%
Gender						
Female	72.9%	73.0%	74.0%	74.8%	72.7%	71.8%
Male	27.1%	27.0%	26.0%	25.2%	27.3%	28.2%
Not Reported			0.0%			0.0%

Hover over the "Faculty" field below and use the +/- symbols to expand/contract the level of detail.

Faculty	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grand Total	2,320	2,266	2,279	2,250	2,233	2,231
Glendon College	2,320	2,266	2,279	2,250	2,233	2,231

Glendon Psychology

REQUIRED COURSES (offered in English and French):

GL/PSYC 2510 6.00 Introduction to Psychology
GL/PSYC 2520 3.00 Introduction to Experimental Psychology
GL/PSYC 2530 3.00 Statistics I
GL/PSYC 2530 3.00 Statistics II
GL/PSYC 3525 3.00 Intermediate Experimental Psychology
GL/PSYC 4230 3.00 Senior Seminar
GL/MODR 1711 6.00, GL/MODR 1716 6.00 or GL/MODR 2640 6.00
GL/PSYC 4240 3.00* (EN only) Advanced Experimental Design
GL/PSYC 4000 6.00* Honours Thesis

* for Specialized Honours Program

ELECTIVE COURSES (non-exhaustive list)

GL/PSYC 3220 3.00 (EN) Personality / (FR) Introduction à la personnalité
GL/PSYC 3230 3.00 (EN) Introduction to Abnormal Psychology / (FR) Introduction à la psychologie anormale
GL/PSYC 3240 3.00 (EN) The Psychology of Anomalous Experience
GL/PSYC 3300 3.00 (EN) Introduction to Development: Infancy and Childhood / (FR) Introduction au développement de l'enfant
GL/PSYC 3310 3.00 (EN) Introduction to Development: Adolescence, Adulthood and Aging / (FR) La psychologie du développement: adolescence, âge adulte et âge d'or
GL/PSYC 3350 3.00 (EN) Educational Psychology / (FR) La psychologie de l'éducation
GL/PSYC 3370 3.00 (EN) Cognition
GL/PSYC 3380 3.00 (EN) Motivation
GL/PSYC 3390 3.00 (EN) Memory / (FR) La mémoire
GL/PSYC 3400 3.00 (FR) L'apprentissage et la modification du comportement
GL/PSYC 3510 3.00 (EN) Disturbances in Development / (FR) Le développement anormal
GL/PSYC 3530 6.00 (EN) Human Neuropsychology

GL/PYSC 3550 3.00 (EN) Psychological Testing and Measurement
GL/PSYC 3555 3.00 (EN) Learning, Behaviour Modifications, and Behaviour
GL/PSYC 3560 3.00 (FR) Introduction à la psychologie du comportement social
GL/PSYC 3570 6.00 (EN) The Psychology and Pedagogy of Children and Adolescents with Behavioural Disorders
GL/PSYC/SOSC 3600 3.00 (EN) Psychology and Law
GL/PSYC/NATS 3635 3.00 (EN) Health Psychology / (FR) La psychologie de la santé
GL/PSYC/NATS/LIN 3640 3.00 (EN) Psychological Studies of Language / (FR) La psycholinguistique
GL/PSYC/NATS 3650 3.00 (FR) Histoire de la psychologie expérimentale
GL/PSYC/ILST 3660 3.00 (EN) Introduction to Social Psychology
GL/PSYC/ILST 3662 3.00 (EN) Interpersonal and Intergroup Processes
GL/PSYC/NATS 3670 3.00 (EN) Psychobiology (FR) Psychobiologie
GL/PSYC/NATS 3675 3.00 (EN) Humans as Primates / (FR) L'humain comme espèce primate
GL/PSYC/NATS 3680 3.00 (EN) Evolution of Behaviour in Animals / (FR) L'évolution du comportement chez les animaux
GL/PSYC/NATS 3690 3.00 (EN) Perception
GL/PSYC 4100 3.00/6.00 (EN) Individual Studies / (FR) Travail Individuel
GL/PSYC 4250 3.00 (EN) Theories and Techniques of Counselling
GL/PSYC 4260 3.00/6.00 (EN) Applied Research Practicum
GL/PSYC 4270 3.0 (EN) Rehabilitation Psychology
GL/PSYC 4510 3.0 (EN) Advanced Seminar in Developmental Psychology

Cognitive Neuropsychology Concentration:

GL/PSYC 3670 3.00 (EN) Psychobiology (FR) Psychobiologie
GL/PSYC 3530 6.00 (EN) Human Neuropsychology
GL/PSYC/NATS 3635 3.00 (EN) Health Psychology / (FR) La psychologie de la santé
GL/PSYC 3550 3.00 (EN) Psychological Testing and Measurement
GL/PSYC 3555 3.00 (EN) Learning, Behaviour Modification, and Behaviour Management (FR)
GL/PSYC 4260 3.00/6.00 (EN/FR) Applied Research Practicum

Learning Objectives

Detailed objectives are listed below along with the courses (from a subset of required and recommended courses) that cultivate these objectives. The remaining recommended courses, especially those in the Neuropsychology concentration are strong complements to the study of cognitive aging, diagnosis of deficits, and the attendant interventions.

LEARNING OUTCOMES	Specific Details	GL/PSYC 2510	GL/MODR 17xx	GL/PSYC 2530	GL/PSYC 2520	GL/PSYC 3525	GL/PSYC 4230	GL/PSYC 4000	GL/PSYC 4240	Elective GL/PSYC 3XXX	Elective GL/PSYC 4XXX
1. Depth and Breadth of Knowledge	<p>Graduates will demonstrate familiarity with the major concepts, theoretical perspectives and empirical findings in the field of psychology. All graduates will be able to:</p> <ul style="list-style-type: none"> • State the goals, methods of knowing, areas of study, and assumptions that characterize the field of psychology. • Identify the various psychological schools of thought, and compare and contrast them. • Articulate the influence of psychological, biological and sociocultural factors on behaviour and mental processes. • Demonstrate a broad intellectual foundation in two or more principal areas within psychology, including the history, principles and research methodology used. • Apply psychological knowledge at an individual and societal level to their own experience, thereby, enhancing their understanding of human behavior and effective functioning. <p>In addition to the above, an Honours level student will:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of the current state of two or more principal areas of psychology through participation in advanced seminars or independent studies. • Participate in the design, implementation, analysis and interpretation of an empirical project which answers a current psychological question. 	x									
		x					x				
		x					x				
		x					x				
		x								3240 3560 3660 3635	
		x					x				4260
					x	x		x			4260

<p>2. Knowledge of Methodologies</p>	<p>Graduates will understand the basic characteristics of the science of psychology and will be able to apply basic research methods in psychology, including research design, data analysis, and interpretation:</p> <ul style="list-style-type: none"> • Students will explain different research methods used by psychologists. • Describe how various research designs address different types of questions and hypotheses • Articulate strengths and limitations of various research designs • Distinguish the nature of designs that permit causal inferences from those that do not • Students will design and conduct simple studies which address a psychological question using an appropriate hypothesis and research design. • Evaluate the conclusions derived from psychological research, including • Conducting and interpreting basic statistical results • Describing effect sizes and confidence intervals • Assessing the validity of conclusions reported in research reports. • Students will demonstrate that they understand relevant ethical issues, including a general understanding of the APA Code of Ethics. • Students will demonstrate an appreciation of the limitations in generalizing research conclusions due to the parameters of specific research methods, the role of individual differences and sociocultural contexts. <p>In addition to the above, Honours students will:</p> <ul style="list-style-type: none"> • Describe, categorize, and critique methodologies currently in use in one or more areas in which they have advanced subject knowledge. • Students will collect, analyze, report and interpret data using appropriate statistical strategies to address a specific research question. • Demonstrate that they understand and can follow the APA Code of Ethics regarding the treatment of research participants 	<p>x</p> <p>x</p> <p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Methods that are unique to various subareas are further explored in specific 3rd and 4th year electives</p>	
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3. Level of Application of Knowledge	<p>Graduates will understand and be able to apply psychological principles to personal, social and organizational issues. All students will:</p> <ul style="list-style-type: none"> • Identify how the concepts, theories and research methods of psychological science are applied to solve problems encountered in everyday life for example: • the origin and treatment of abnormal behaviour • psychological-based interventions in clinical, educational, industrial-organizational, and other settings. • psychology as it relates to legal settings • Discuss how psychological principles can explain a social issue, and how research findings can inform public policy and strengthen the community. 					x	x	x			3230 3230 3350 3662 3600	4510	
	<p>Honours students will, in addition to the above, be able to:</p> <ul style="list-style-type: none"> • Apply their core knowledge and skills to primary source material in advanced seminar and independent studies experiences. • Recognize ill- and well-defined problems and articulate problems clearly. • Critically evaluate the research conducted by others. • Demonstrate an ability to formulate a researchable topic and testable hypothesis. • Demonstrate an ability to find a novel question and design a program of study including data collection and/or review of primary research findings to answer it. 												
													4260
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		<p>Honours students, who have successfully completed the course prerequisites for the cognitive neuroscience concentration have the opportunity to complete an Applied Research Practicum (PSYC 4260) where they will apply their knowledge of neuropsychological assessment and cognitive rehabilitation interventions in a clinical setting: Students will be able to:</p> <ul style="list-style-type: none"> • Conduct supervised assessments of clients in both official languages • Participate in rehabilitation studies of individuals with cognitive impairments. • Learn about clinical database input and analysis. 										3550 3555	4260 4270 4260

<p>5. Awareness of Limits of Knowledge</p>	<p>Graduates will appreciate that understanding human behaviour is a complex and, at times situational-specific problem, with many inter-linked variables to be considered. They will appreciate that psychology is a dynamic field of study, where knowledge is continually accumulating and that current findings may appear to be inconsistent or even contradictory. Graduates will be able to:</p> <ul style="list-style-type: none"> • Evaluate new information and incorporate it into their current knowledge. • Use appropriate skills to maintain and enhance their knowledge of psychology, and evaluate the reliability and validity of sources of information. • Be aware of the limits of current knowledge when analyzing, evaluating, interpreting and disseminating information. <p>In addition, Honours students will:</p> <ul style="list-style-type: none"> • Evaluate contradictory statements, and demonstrate strategies to attempt to resolve them. • Seek alternative explanations for psychological phenomena. • Identify areas for personal and professional development to enhance their ability to apply their acquired psychological knowledge. 	<p>x</p>	<p>Most</p>	<p>Most</p>								
											Most	
											Most	
											Most	
											Most	
											Most	

<p>6. Autonomy and Professional Capacity</p>	<p>Graduates will have developed insight into their own and other's behaviour and thought processes. They will have developed an understanding of the importance of the skills needed to be life-long learners and will appreciate how these skills may benefit themselves and society as the nature of the workplace evolves over their career. They will pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. Graduates will be able to:</p> <ul style="list-style-type: none"> • Think independently and set appropriate goals in personal and professional situations. • Apply psychological principles to promote personal development. • Demonstrate an understanding of behaviour that is consistent with the ideals of integrity, social responsibility, and social justice. • Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both. <p>Honours graduates will</p> <ul style="list-style-type: none"> • Self-assess performance quality accurately and enact self-management strategies that maximize healthy outcomes. • Have developed strategies to maintain and enhance their knowledge of aspects of psychology related to their career or personal life. • Have developed the ability to evaluate new information in the field of psychology. 		<p>x</p>	<p>Most</p> <p>Most</p> <p>Most</p>							
	<p>Specialized Honours graduates will have additional opportunities to further develop the preceding learning outcomes (especially 1, 2, 5, & 6) by means of: (1) a supervised honours thesis course (GL/PSYC 4000 6.00) in which the student will acquire additional research skills through designing, executing, analyzing, interpreting and writing up a specific research project, and (2) an additional experimental design course (GL/PSYC 4240 3.00 Advanced Experimental Design) which further hones students' statistical and methodological skills.</p>	<p>x</p>	<p>4260</p>								

Dance, Undergraduate (BA and BFA) and Graduate Programs (MA, PHD, MFA)

School of Arts, Media, Performance and Design

Cyclical Program Review

Final Assessment Report and Implementation Final

Reported to Joint-Committee on Quality Assurance: June 6, 2016

Program Description

The Department of Dance has been in existence since 1970. At the undergraduate level the Bachelor of Fine Arts is the nucleus of the Department. The program is distinctive for its holistic approach, educating intelligent, flexible bodies in integration with dynamic, adaptable minds, with the belief that dance is both an art form and an academic discipline. In 2003 a BA in Dance was established, with an emphasis on theoretical studies and world dance forms, and in 2001 a 90-credit degree was introduced.

Founded in 1976, York University’s MA in Dance was the first research-based graduate program in dance in the world and to date the largest of its kind in Canada. The Master of Fine Arts in Dance offers candidates the opportunity to conduct research in contemporary choreography and dance dramaturgy within diverse contexts for theatrical dance. The MFA program enables students to develop and refine skill in aspects of contemporary choreographic process, from conceptualization through final production and documentation of theatrical choreography. The PhD program allows students to pursue the tracks of “History and Heritage Studies” and “Ethnography and Cultural Research,” two fields that define dance studies at the moment, preparing graduates for careers in academia and the cultural sector.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Dance (BA/BFA)	63	244	Hons – 57; 90 credit – 2; Certificates 3
Dance (MA/MFA)	10	12	15
Dance Studies (PhD)	5	12	3

Reviewers appointed by the Vice-Provost Academic:

Ann Kipling-Brown, Professor Emerita, PhD, University of Regina, Saskatchewan
 Juliana Saxton, Professor Emerita, Department of Theatre, University of Victoria, British Columbia
 Professor Steve Bailey, Department of Humanities, York University, Toronto, Ontario

Site Visit: September 23 and 24, 2015

During the site visit, the reviewers met with Acting Dean of the Faculty of Graduate Studies, Fahim Quadir, Chair of Dance Department Susan Kash, Dean of the School of Arts, Media, Performance & Design Shawn Brixey, Graduate Program Directors Patrick Alcedo & William Mackwood and Librarians Kathy Elder & Catherine Davidson. In addition, interviews were held with full- and part-time faculty members, musicians, administrative staff, and students from the Dance Student Association and Graduate Dance Student Association. The reviewers toured the dance studios, meeting rooms and theatres and attended a dress rehearsal “I AM”, MacLean Studio (solo projects by MFA 2nd year students).



Outcome: The Joint-Committee on Quality Assurance concluded that the Dean's Implementation Plan, established in consultation with the program, outlined a comprehensive plan for program enhancements. Progress on the recommendations will be included in the Follow-up Report due December 2017. The next cyclical program review will begin in the fall of 2021.

Strengths:

- Many graduates have been involved in, developed and managed significant programs, companies, organizations and teaching positions locally, nationally and internationally.
- Faculty members have impressive research agendas and have received extensive funding both externally from major funding bodies as well as grants from internal university sources.
- The physical space in terms of studios, theatres and classrooms and conditioning rooms as well as facilities to record sound and video are impressive and provide an excellent resource for the study of dance.
- University Libraries provide excellent support for the undergraduate and graduate programs in dance
- Program Level Outcomes have been established for each program and course level objectives have been established.

Opportunities for Enhancement:

- Enhanced information through the program website or other social media outlets would be beneficial for potential and current students, parents and community members alike.
- The undergraduate curriculum should be reviewed in light of student needs, including those who wish to pursue a Bachelor of Education, blended or online learning options and multiple entry points to the degrees.
- Outreach to students across campus to create visibility for the program and opportunities for collaborative projects with students from other disciplines should be explored.
- Collaborative opportunities with digital and technological tools should be explored.
- Careful consideration should be given to the advantages and disadvantages of shortening the master's level program (MA).
- Clear plans for renewal of the full-time faculty complement need to be established to support students at the undergraduate and graduate level.

Implementation Plan

The Review Report provided some excellent suggestions for the program that have been taken up in the implementation plan; however, because the Report also departed significantly from the evaluation criteria, the programs were asked to consult with the Dean on an implementation plan rather than submit a separate response to the review report.

The Plan addresses the need for the programs to continue evolving their identity and well-established reputation through curriculum renewal and increased clarity about its strengths.

In particular, the undergraduate programs must address the interdisciplinary interests of contemporary dance students within a framework that continues to provide core performance training. Enhanced web activity and marketing are planned and new partnerships sought to strengthen enrolments in the dance education stream. Ongoing curriculum renewal will include review of degree expectations with view to allowing more opportunities for UG dance students to pursue special interests and the Faculty and Dean will create more opportunities for students to come together across Departments for creative exploration. In addition, the Department and Dean's Office will collaborate to ensure there are performance opportunities and out-reach community experiences for students especially at the first and second year level.

A more streamlined MA and PhD, to be developed by the Department members with leadership from the Chair and the Graduate Program Directors, will also allow the currently suspended MFA to be reinstated on a more stable footing. The Department and Dean's Office will review innovative MA program models that do not require an MRP or thesis, further supporting sustainable enrolments. This will include the establishment of a 1 year MA and implement 4+1 model to help address graduate enrolment fluctuations, expected for Spring 2018.

The Department and Dean will develop a staffing model that makes effective use of Full-time, sessional and Teaching Assistants' expertise to be implemented in the Fall of 2016 and, for MFA students, Fall of 2017. At least one new faculty position is a priority for the Faculty.

Alice J. Pitt
Vice-Provost Academic
York University

**Dean's/Principal's Follow-Up Report for Cyclical Program Review
 For submission to the Joint Sub-Committee on Quality Assurance**

Submit report to Yugap@yorku.ca by: January 31, 2018

Program	Dance, Undergraduate and Graduate Programs
Program options (example, BA, MA, PhD)	BA, BFA, MA, MFA and PhD
Faculty and Home Academic Unit	School of Arts, Media, Performance and Design
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: September 23-24, 2015 FAR Date: June 6, 2016 Follow-up Report Due Date: January 31, 2018
Launch of next Cyclical Program Review	Fall 2021 Site visit (anticipated): Fall 2022/Winter 2023

Enrolment data from the Final Assessment Report

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Dance (BA/BFA)	63	244	Hons-57; 90 credit -2; Certificates 3
Dance (MA/MFA)	10	12	15
Dance Studies (PhD)	5	12	3

**Enrolment data from 2015-2016 (from the Academic Program Report,
<http://oipa.info.yorku.ca/i-need-data/>)**

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015

Dance (BA/BFA)	64	227	Hons-44; 90 credit-5; Certificates 1
Dance (MA/MFA)	11	13	5
Dance Studies (PhD)	4	12	1

Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Reinvest in faculty complement and utilize expertise within the department for excellence in delivery of the curriculum	2017/18 to 2018/19	Dean's Office and Program	A TS hire in Screendance was made, with Professor Olafson arriving on July 1, 2017. This position will develop program strengths in technology and choreography. Students in the revised MFA program will be assigned TA positions in their second year; their areas of expertise will provide additional strengths to the studio area.
Review and revise the MFA, MA and PhD programs	2016/17 to 2019/20	Department Chair and GPDs	The revised MFA launched in Fall 2017. The MA program has submitted its NOI to reduce the program length from 5 terms to 3, with completion via course work (removing the MRP option). Discussions have begun regarding making adjustments to the

			PhD program; specifically, the two fields likely will be collapsed into one.
Increase performance and outreach opportunities for undergraduate students	2016/17 and ongoing	Department Chair and all FT faculty members	In 2016/17, dance initiated the Incubator project, where students from dance, computational arts and music presented collaborative works in the hallways of ACE. Changes in BFA degree requirements have been approved for 2018/19, allowing students more flexibility in 4 th year course selection. EE opportunities continue to be made available and promoted in 4 th year courses (Senior Projects and Community Dance Education). The Dance Students Association produced a downtown show in April 2017 and will repeat this initiative in April 2018, providing additional performance opportunities for all undergraduate students.

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Developing more online and blended courses	2018/19 and 2019/20	Department Chair and program	Historically, FA/DANC 1500 has been a large lecture plus studio course for non-majors. It currently is being re-designed as a fully online course. Likely launch date is 2019/20. Net gain = additional enrolments without taking up valuable studio space.
Increasing digital presence in courses	2019/20	Department Chair and program	Looking ahead to Markham, Dance is developing a new course, tentatively titled Choreography for Digital Environments.

Increasing interactions with alumni	2018/19	Department Chair and program	Planning has begun for an alumni event in October 2018, including a concert, panel and a Q & A event for all Dance students, to provide them with the opportunity to learn more about career pathways and potential EE site placements.
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3. Please comment on the alignment between the initiatives above and the University Academic Plan.

The Department of Dance has a long-standing reputation for examining and implementing new curricular models, concurrently addressing shifts in student needs while facing the reality of reduced faculty complement. Student experience and student success are hallmarks of the York UAP, and Dance is committed to providing innovative courses to majors and non- majors, some of which are blended or under development to be fully online (Priorities 1 and 3). The department has an established reputation for pursuing a student-centred approach (Priority 4) and they are committed to offering EE opportunities for their students (Priority 6). The addition of Professor Olafson to the faculty and the subsequent introduction of courses in the areas of screendance and choreography in the digital realm further indicate the department’s ongoing efforts to offer innovative, quality programs (Priority 1).

Signature of the Dean/Principal :

Date: January 26, 2018



2016-2017 Annual Report of the Vice President Academic and Provost to Advisory Committee on Non-Degree Studies

Prepared by Alice Pitt, Vice Provost Academic, February 2018

The following report highlights the Non-Degree Studies undertaken at York, making note of challenges and opportunities in their area of focus. The report begins with Faculty reports, followed by the Organized Research Units.

The University maintains a strong interest in the development and implementation of non-degree activities. These activities have the potential to enhance York's reputation as a comprehensive and innovative University, they promote lifelong learning, and they support access to post-secondary education. They also diversify revenue streams for the University and provide an opportunity for Faculties to explore new and emerging areas of study. The University Academic Plan 2015 – 2020 describes continuing education as “a further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support.” In recognition of the important role that non-degree studies play across the University, the UAP also identified the need to “expand and enhance the coordination of continuing and professional education programming.”

An Advisory Committee made up of Deans or their delegates, often the Director of the Faculty's continuing education unit, meets at least once annually to discuss their programs, trends, and opportunities for collaborations. A report of non-degree activities at the University is provided annually to ASCP and APPRC and to Senate based on unit submissions that document program offerings and enrolments and describe the nature of programs and their landscape. This current report summarizes activities for the 2016-2017 year. Attached are the Senate approved Principles and Procedures Governing Non-Degree Studies (endorsed by CCAS and APPC in 2003).

Faculty of Education, Office of Professional Learning

The Office of Professional Learning (OPL) offers a variety of innovative, responsive and sustainable professional learning options for educators locally and internationally. All on-line, in-class or blended courses provide rich and engaging learning environments with supports needed for all to succeed. Approximately 95% of the offerings are accredited by the Ontario College of Teachers (OCT) and are often customized to meet the professional learning needs of District School Boards and other education partners. Non-accredited courses provide focused and targeted professional learning opportunities to meet emerging trends and specific educational needs.

The Office of Professional Learning, Faculty of Education worked in partnership with YUELI to offer a combined English as a Second Language/Education Leadership program for visiting educators from Saudi Arabia.

2016-17 was marked with an increase in enrolment in leadership courses after several years of decline. In 2016-2017, over 570 accredited courses were offered, enrolling more than 4000 students. Over 1000 students took advantage of certificate or international courses offered locally.

Glendon College

Glendon non-degree activities are mainly focused on enabling students to acquire or improve their proficiency in either of the official languages of Canada. Non-degree activities also provide Glendon with the opportunity to connect with its neighbours as well as with the francophone community. In addition to general language proficiency courses in French and English, such as FSL programs for federal employees and specialized French programs for Federal Judges. Glendon also houses the Explore program (FSL and ESL) for which some students receive a federal bursary. Programs and courses are designed by native speaker professionals to meet the language/skill acquisition and development needs of our students via small class sizes thus enabling us to meet individual needs and requests.

Overall, there is an increased interest in bilingual professional development. Canada has been investing heavily in the promotion of French and English language acquisition in Canada. The increasing interest in Canada as a study destination for international students has resulted in many students registering in language immersion programs in order to meet admission requirements for postsecondary education programs. A noticeable trend in the past few years has been the desire from students to obtain a credential or a certificate of completion following their language training and Glendon is considering options to meet this interest. Challenges include finding suitable space for programs (classrooms and residence) and finding suitable instructors.

In the 2016-2017 period, over 500 students took advantage of the opportunities at Glendon; most of these enrolments were in the immersion programs.

Faculty of Health, Health Leadership & Learning Network (HLLN) – to be updated.

The Health Leadership and Learning Network (HLLN) serves the health industry and community locally and nationally, as well as York alumni and other community members interested in advancing their knowledge on health topics. HLLN's non-degree activities contribute to advancing approaches that transform health care by providing up-to-date knowledge and new approaches for the health industry. HLLN's programs focus on professional skills and competencies

for career advancement and career change, organizational development and change, and provide continuing education required for maintaining professional licensing. HLLN serves the York community by keeping alumni connected, providing the faculty members with a channel for knowledge mobilization, and providing the Faculty of Health with an alternate source of revenue. HLLN is an active two-way channel between the University (faculty, students and knowledge) and the community it serves, where knowledge through continuing education can help our communities prosper and grow.

Topics are drawn from across the needs of the health industry and health care, and include our specialties in the Faculty of Health. Course ideas are drawn from consultations with working professionals, leaders and staff, including frontline clinicians. They are evidence-based, targeting practical and applied application of the new knowledge, use Adult Learning Principles for course design and delivery, and are aimed at meeting industry needs. Continuing Education Units (CEUs) for regulated health professionals and allied health professional are sought if applicable. Many continuing education requirements for health professionals are self-directed.

Health care technology advancement and health care needs of the population are growing and HLLN has received funding through the current FedDev – HealthCare ecosphere project to develop course framework and new partnerships. These partnerships have informed the development of new course content and opened channels to new markets. However, competition for space and other resources on campus is increasing. Competition for access to instructors remains challenging.

In each of 2014-15 and 2015-16, fourteen discrete programs, ranging in length from 14 to 150 hours, primarily face-to-face with some blended offerings, enrolled more than 370 students.

Lassonde School of Engineering

Principally through its BEST entrepreneurship initiative (Bergeron Entrepreneurs in Science and Technology), Lassonde is in the process of expanding its NDS offerings. There is a range of audiences for these offerings, from high school students to executive education for practicing engineers and entrepreneurs.

During the 2016-2017 year, Lassonde launched some 3-day workshop courses. In coming year, these are expected to be offered as either a package of related offerings or a sequence of courses with increasing technical depths.

The focus of these new activities will be on technology and technology ventures for professionals. Lassonde is also exploring opportunities related to the increased emphasis on continued professional development for licensed engineers as Professional Engineers Ontario rolls out its so-called PEAK (Practice Evaluation and Knowledge) program. Initial course offerings have been offered in a face-to-face format, but we expect an increasing use of online delivery, allowing partnerships with other organizations to offer a wider range of courses to the community.

In conjunction with professional master's degrees currently under development on one hand, and related offerings from the School of Continuing Studies on the other, these executive short courses are designed to align with the continuum of mutually supporting educational opportunities at York and Lassonde in the technology field.

During this past year approximately 115 individuals took advantage of these offerings.

Liberal Arts and Professional Studies - School of Gender, Sexuality and Women's Studies

The School of Gender, Sexuality and Women's Studies at York University offers academic Bridging Courses for women who want to upgrade their writing and speaking skills and explore the possibility of university study. Course participants must be 20 years of age or over, permanent residents of Ontario, and comfortable in both spoken and written English. Students achieving a grade of 'B' or better may be accepted for admission as a mature student into degree programs in LAPS and other faculties with 3 credits of advanced standing.

For the year 2016-2017, the Bridging Course was offered three times with a total of 46 students.

Osgoode Hall Law School

The Osgoode Hall Law School reports on two types of activities for 2016-2017: Osgoode Professional Development and the Learning and Leading Series.

Osgoode Professional Development creates and delivers programs for legal professionals (lawyers, paralegals and judges); other professionals and executives who have legal risks or responsibilities in their jobs; and internationally-trained lawyers and law students. Participants include education administrators, law enforcement officers, financial services executives, government procurement officers, and senior healthcare executives, to name a few of the "non-legal" markets served. Programs range from legal updates; to licensing exam preparation; to comprehensive coverage of an area of law; to

intensive skill-building programs in areas such as contract drafting, advocacy, dispute resolution and negotiation.

Programs are delivered face-to-face; by live web-stream; and through archived captures, available in scheduled offerings or through an on-demand catalogue. A number of programs are available in a blended format. Program topics are validated through market research and learning objectives and curriculum are developed in concert with Advisory Boards or Program Chairs who are, for the most part, senior legal practitioners.

Almost all offerings are open-enrollment. A small but growing part of offerings is contract, often customized training for organizations including governments and corporations. In the period September 2016 through August 2017, approximately 5% of total non-degree revenue was from contract training.

Osgoode PD has a number of partners and collaborators for program design and delivery, including The Advocates' Society, Ministry of the Attorney General, Aboriginal Legal Services of Toronto, International Property Tax Institute, Alberta Justice, Human Resources Professional Association, Society of Ontario Adjudicators and Regulators, Forum of Canadian Ombuds, The Procurement Office and Alternative Dispute Resolution Institute of Ontario. In addition to organizations such as these, dozens of lawyers and other professionals provide advice, input and content.

Since the adoption by the Law Society of Upper Canada of mandatory Continuing Professional Development for lawyers in 2012, Osgoode PD has faced significantly more competition and strong downward price pressure. Their response has been to expand offerings to non-lawyer markets, online offerings, legal skills training programs, and they have expanded resources for contract training. E-learning programs are under development that can be licensed to law firms and other organizations.

Osgoode PD's non-degree revenue has grown every year since 2005 and our strategy continues to be a growth strategy.

The Learning and Leading Series ("LLS") is a set of co-curricular programs designed to help Osgoode JD and full time professional LLM students prepare for their careers after law school. LLS programs are hands on and experiential in nature. Professional accreditations do not play a role in these programs. LLS programs include:

1. Business Fundamentals – students learn how to review and interpret balance sheets and financial statements
2. Tech Transformation & the Law – students learn about how technology and innovation are changing the legal landscape

3. Developing Client and Community Relationships – students learn the basics of emotional intelligence, networking and other relationship building skills
4. French Legal Terminology Roundtables – students learn French legal terminology and how to apply this terminology in legal practice (there is no charge or fee for this program)

Registrations in the opportunities described above were over 6000 in this past year.

Schulich School of Business: Schulich Executive Education Centre,

The Vision Statement of SEEC includes the following statement of purpose: “To arm managers and executives with the leadership, strategic and professional skills necessary for them and their organizations to thrive in the rapidly changing, diverse, highly competitive global environment.”

Clients of Schulich’s Executive Education Centre (SEEC) programs are middle and senior management and executives in private sector, public sector and non-governmental organizations (NGOs) domestically and internationally.

SEEC offers Open and Customized programs in a range of management topics domestically and internationally. These are offered in various lengths (2 days to 18 days) in classroom, on-line and blended formats to meet the needs of the target audience. Offerings may be open enrollment or a customized contract. T

The SEEC participates in a University Network of 10 University Business School and Continuing Education with partners across Canada and other strategic alliances in Brazil, China, India, Iran and Malaysia. Programs are marketed through internal and York supplier approved Marketing Communications organizations. Professional accreditation is sought where appropriate e.g.: Human Resources Professionals Association (HRPA).

In 2016-2017 over 6,000 students took courses and/or programs through the Schulich Executive Education Centre.

Trends opportunities and challenges include the following:

- Inconsistent demand from organizations in Canada for managerial skills improvement (Canada ranks #23 out 135 countries surveyed by the World Economic Forum 2017 in extent of staff training. US is #2, Germany #6, Scandinavian countries are ranked between 3rd and 12th, Japan #13.).
- Sector specific demands varies with the economy e.g. Mining
- Training is a first budget to be cut in a downturn.
- Growth potential is international, especially developing economies but processes, taxes and regulations are complex;

- Increasing competition from consultants and overseas academic institutions.
- While 100% on line programs are not growing and classroom is stable, blended programs are growing in use and especially the need for mobile applications.
- Integrated Talent Development approaches are growing but Canada is slow to adopt and afford them especially compared to the UK and US.

School of Continuing Studies

The School of Continuing Studies has two areas of focus: Continuing Professional Education and the York English Language Institute.

The Continuing Professional Education (CPE) department offers part-time programs that serve working professionals (career advancers and career crossers), and several full-time programs to serve recent graduates (career starters) recruited both domestically and internationally. CPE courses may be aligned with professional certification (where applicable) and are available as in-class, blended, or online.

CPE primarily offers accelerated certificate programs, in social services, business and technical fields. These include certificates in family mediation, dispute resolution, accounting, human resources, business, and cyber security. During the period of this report, the School was recruiting for new programs, such as those in risk management and big data analytics.

SCS continues to offer a few historical bridging courses for math, social sciences and humanities. Academic Bridging for Social Science – 23; Academic Bridging for the Humanities – 42; Math for Admission Waiver - 64

Program examples include the Certificate and Advanced Certificate in Dispute Resolution, Certificate in Family Mediation, Certificate in Infant Mental Health, Certificate in Event Planning and Management for Professionals and the Jiangsu Educational Services for International Exchange. A wide variety of individual courses are offered, some of which may be recognized for advanced standing.

The School actively engages with employers (from industry, government, and non-government sectors) and faculty on an ongoing basis in the design, development, updating, and promotion of programs through Program Advisory Councils.

New opportunities for the School of Continuing Education will be furthered by the opportunity to take certificate and language programs to offshore markets and the ongoing development of pathways to York University degrees. Programs that are introduced focus on the largest skills gaps and market demand.

In 2016-2017, over 450 students participated in CPE programs. Course enrolments totaled 2900.

The York University English Language Institute (YUELI) offers English as a Second Language Programs that are pathways to academic degrees. Among these are the YUELI Academic Program, Destination York Program, Pre-Destination York Program, YUBridge Program, Pre-Graduate Preparation Program, and Pre-MBA program. There are also Summer and Winter Language Programs. These programs are face to face and the Pre-Destination York program is offered overseas to York University applicants. YUELI works closely with Faculties and academic programs to ensure adequate preparation of applicants for their desired programs. In addition, YUELI offers an IELTS preparation course.

In 2016-2017, approximately 2000 students participated in YUELI programs. Course enrolments totaled were over 2800.

Organized Research Units

The Vice-President Research and Innovation has oversight of York University's Organized Research Units (ORU). Among them, two of these offer courses, the Centre for Refugee Studies and the Institute for Social Research.

Centre for Refugee Studies

The Centre for Refugee Studies (CRS), one of the largest and most active refugee studies centres in the world, is committed to assisting with building and updating the increasing and changing knowledge needs of refugee scholars and practitioners.

The Summer Course on Refugees and Forced Migration is an internationally acclaimed, non-credit course for academic and field-based practitioners working in the area of forced migration. It serves as a hub for researchers, students, practitioners, service providers and policy makers to share information and ideas. The Summer Course provides an interdisciplinary, interactive and experiential approach to the study of forced migration. Through attending lectures and related small group sessions, course participants develop a deepened understanding of the political, economic, social and cultural contexts of forced migration, and the major state and non-state institutions involved in refugee protection and advocacy. Participants will have an opportunity during the course for structured networking and idea collaboration through panels and small group discussion.

The 2017 summer course ran from May 8-12, 2017. Overall, we had a total of 57 participants.

Institute for Social Research and Innovation

The Institute for Social Research and Innovation (ISR) has, for fifty years, conducted applied and academic social research. In addition to research, data management and analytics, their statistical consulting service, ISR offers short courses in support of researchers (faculty members, students at the doctoral, masters and undergraduate levels, postdocs and other researchers) undertaking empirical research at York University. Examples of these courses are the following courses: The Survey Research Process, Questionnaire Design and Data Analysis; Conducting Focus Groups for Social Research; Interpreting Qualitative Data: An Overview; Practical Power Analysis; Modeling and Analysis of Longitudinal and Nested Data; Introduction to SAS for Windows, Introduction to Structural Equation Modeling (SEM); An Introduction to R Graphics. Each year approximately 250 individuals register in short courses.

The Senate of York University – Minutes

Meeting: Thursday, May 24, 2018, 3:00 pm
 Accolade Building West, Room 206

L. Beagrie (Chair)	R. Irving	B. Pilkington
F. Van Breugel (Vice-Chair)	R. Kenedy	A. Pitt
M. Armstrong (Secretary)	M. Khalidi	C. Popovic
T. Abdullah	A. Kimakova	F. Quadir
R. Allison	T. Knight	M. Rajabi Paak
J. Amanatides	R. Koleszar-Green	A. Rakhra
K. Amoui	R. Lee	T. Salisbury
I. Azari	R. Lenton	L. Sanders
A. Belcastro	D. Leyton-Brown	V. Saridakis
M. Biehl	S. Liaskos	M. Schweitzer
K. Birch	T. Loebel	L. Sergio
K. Bird	M. Macaulay	M. Sers
K. Blake	J. MacDonnell	J. Sharma
J. Clark	J. Magee	V. Shea
J. Clodman	L. Martin	D. Skinner
A. Czekanski	J. Mayberry	A. Solis
R. Desai-Trilokekar	C. McAulay	P. Szeptycki
Y. Dina	P. McDonald	K. Thomson
C. Ehrlich	A. Medovarski	C. Till
L. Farley	K. Michasiw	G. Tourlakis
I. Ferrara	J. Michaud	E. van Rensburg
N. Fisher-Stitt	P. Millett	G. Vanstone
L. Fromowiz	A. Mukherjee-Reed	R. Wellen
G. Georgopoulos	D. Mutimer	L. Wood
A. Glasbeek	A. Norwood	J. Wu
L. Hammill	J. O'Hagan	J. Yeomans
R. Hornsey	A. Perry	A. Zalik
R. Innacito-Provenzano	L. Philipps	

1. Chair's Remarks

The Chair congratulated graduating students and expressed appreciation for the efforts of those who had helped make it possible for them to attend Convocation ceremonies. In response to a question, she assured Senators that there would be opportunities to discuss academic integrity issues when the Executive Committee report was under consideration. Senators and guests were reminded not to display partisan signage.

2. Business Arising from the Minutes

There was no business rising from the minutes.

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3. Inquiries and Communications

The Chair recognized a Senator who had communicated a desire to comment on two aspects of recent Senate meetings. The first point called for restored focus and civility given the repeated insertion of labour relations into Senate discussions and unwelcome personal attacks. The second stressed the need for factuality along with respect for diverse viewpoints. Advocacy and social justice have many meanings, including fairness to students, and should not be narrowly construed.

Asked if was permissible to respond to the statement, the Chair said that communications of this kind were not debatable. The Senator agreed to post her remarks on the Senate discussion listserv.

4. President's Items

The President of York University, Rhonda Lenton, commented on the following:

- the widespread, fervent desire to resolve the labour dispute that has disrupted academic activities for twelve weeks, and ongoing efforts made to provide students with options that will help them pursue their studies and other goals
- confirmation that Convocation ceremonies will proceed as planned in June
- notable achievements by York faculty members, students and alumni
- the naming of the University as one of Canada's Greenest Employers for the sixth consecutive year
- expansion of the University Budget Advisory Committee to include Deans and others, and the inauguration of comprehensive community budget consultations, scheduled for the autumn, that will help determine strategic investments
- formal authorization by the York Region Council of \$25 million for the Markham Campus
- government relations, currently focused on outreach to provincial election candidates

Asked about the search for PhD student Zafia Afzal, the President said there had been no developments. The University remains in daily contact with her family.

Transparent budget consultations were welcomed as critical to collegial governance. There were questions, however, about the composition of the University Budget Advisory Committee (and the lack of Senators or faculty members), why a model involving a Senate budget committee *per se* had not been pursued, and how the process would dovetail with Faculty budget planning given the SHARP model's attribution of revenues. In reply, the President stressed that community consultations would maximize opportunities for input. Consultations would be geared toward advice on strategic priorities. The Deans and Principals were also encouraged to be open

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about budgets. Since this is the first exercise of its kind, there will be opportunities to reflect on experiences and consider modifications when it has concluded.

Discussion of budgets touched on the challenges facing many departments in the Liberal Arts and Professional Studies where demand is falling due to instrumentalist views of postsecondary education and a devaluation of the Humanities and Social Sciences. The Dean of LA&PS noted that a working group on the Humanities has begun deliberating on ways to enhance constituent disciplines and interdisciplinary programs. President Lenton stressed that the Liberal Arts continue to draw the largest share of university applicants, and this continues to represent a significant opportunity for York with its recognized strengths and continuing innovations. Recruitment will be aided by a collective effort to position the Liberal Arts by emphasizing their enduring value and development of critical skills prized by employers.

The President's monthly "Kudos" report was posted with the meeting agenda.

COMMITTEE REPORTS

5. Executive

a. Nominations

The Vice-Chair reported that no further nominations had been received. It was moved, seconded and *carried* "**that nominations be closed.**" As a result of the vote a number individuals were acclaimed and others were authorized for inclusion on a ballot to be conducted by e-vote from May 25 to June 1.

b. Senate Rules Review and Decorum

The Executive Committee reported that it had agreed to take up a request, as part of the triennial review of Senate rules, to consider strengthened language about standards of conduct at meetings and when communicating as Senators. A Senator sought to reinforce the desirability of this initiative by illustrating her own experiences and pointing to other examples of silencing, erroneous criticisms, and intemperate language. Asked if others could comment on this intervention, the Chair advised that any Senator was free to comment on the Executive Committee's report. It was suggested that the Executive Committee review a recent CAUT study on university governance as part of its planned rules review.

c. Faculty Councils and Graduate Matters

The Executive Committee advised that it had approved, or was in the process of reviewing, changes to Faculty Council rules and procedures instituted in view of the distribution of responsibilities to anchor Faculties. A Senator remarked that it was gratifying that some Faculty Councils are attending to this important matter, and in doing so expressed the hope that others will follow suit. It should be born in mind that many

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Councils do not make explicit provision for graduate student membership. Engagement and trust may also be served by a more inclusive membership.

d. Other Information Items

The Executive Committee's information items included the following:

- actions taken by the Committee prior to and since the outset of the disruption that began on March 5 as a result of the CUPE 3903 strike
- topics covered at the spring meeting of Senate Committee chairs and secretaries

6. Awards Committee

The Awards Committee filed on a report on new awards for calendar year 2017 and the disbursement of graduate student awards in 2016. Senators joined in saluting the following recipients of prestigious awards as selected by the Committee:

2018 President's University-Wide Teaching Awards

Senior Full-time Faculty Member: Dan Palermo, Civil Engineering, Lassonde

Full-time Faculty Member: Ruth Koleszar-Green, Social Work, LA&PS

Contract or Adjunct Faculty Bridget E. Cauthery, Dance, AMPD

Teaching Assistant: Minha Reokenally Ha, Mechanical Engineering, Lassonde and Reena Shadaan, Environmental Studies / Social Science, LA&PS

2018 Distinguished Research Professorships

Nantel Bergeron, Department of Mathematics and Statistics, Science,

Bernard Lightman, Department of Humanities, LA&PS

Anne Russon, Department of Psychology, Glendon

2018 President's Research Excellence Award

J. Douglas Crawford, Department of Psychology, Health

2018 President's Emerging Research Leadership Award

Sapna Sharma, Department of Biology, Science

7. Academic Standards, Curriculum and Pedagogy

a. Conferral of Degrees Outside of Convocation Ceremonies

It was moved, seconded and carried **“that Senate authorize the granting of degrees, certificates and diplomas to eligible students at any time following the completion of the degree audit reconciliation and at the University's convocations held in Fall, February (In Absentia) and Spring.”**

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b. Establishment of Pan-university Academic Nomenclature

It was moved and seconded “**that Senate approve the establishment of pan-university academic nomenclature as set out in Appendix A, effective 1 July 2018.**” The Chair accepted as friendly an amendment specifying that Lassonde will continue to have a distinctive way of determining progression.

On a vote the motion carried.

c. Information Item

ASCP reported that it hosted members of the Indigenous Council for a discussion of *The Indigenous Framework for York University: A Guide to Action*. ASCP suggested that Senate may also wish to arrange a facilitated discussion of *The Indigenous Framework* at an upcoming meeting.

8. Academic Policy, Planning and Research

a. York Strategic Research Plan 2018-2023: Toward New Heights

It was moved and seconded “**that Senate approved Strategic Research Plan 2018-2023: Toward New Heights.**” The Chair of APPRC stressed that the consultations had been wide and thorough, the text had reflected input, and the final text was inclusive. A notable emphasis was placed on collaboration, a goal consonant with the University Academic Plan.

On a vote the motion *carried*.

b. Spring Report of the Provost

APPRC’s Chair gave an overview of the report with an accent on planning for Markham, and the importance of moving the project forward in a timely, collegial manner. To this it was responded that planning involves tremendous exertions that must fully respect the core principles of non-duplication of offerings and the ability to complete a full degree wholly on the campus.

Regarding student / faculty ratios, it was noted that the data only covered the last decade. Would stretching the time series further back yield any insights? The Provost replied that she will provide APPRC with additional data, but reminded Senators that ratios vary between Faculties, naturally and appropriately, because of different modes of delivery. In any event, a key priority is the rebuilding of the full-time faculty complement and improvement in student / faculty ratios.

The Senate of York University – Minutes

9. Other Business

The Chair agreed to clarify Senate conventions on communications and statements at the next meeting.

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

Consent Agenda

10. Minutes of the Meeting of April 26, 2018

The minutes of the meeting of April 24, 2018 were *approved by consent*.

11. BA program in Educational Studies, Faculty of Education: Changes to Degree Requirements

Senate approved by *consent* changes to the requirements for the BA degree program in Educational Studies, Faculty of Education that increases the number of major credits for the Honours and Honours double major degree options from 42 to 48 and increases in the number of required credits for the Honours Minor degree option from 30 to 33.

12. Senators on the Board of Governors re: May 1, 2018 Meeting of the Board

Senate *received* a synopsis of the May 1, 2018 meeting of the Board of Governors as transmitted by the Senate’s nominees on the Board, Professors Mutimer and Sergio.

L. Beagrie, Chair

M. Armstrong, Secretary
