

Appendices

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Senate Attendance in 2020-2021

Table 1
Senate Attendance, 2020-2021
by Category of Membership and Meeting Date
(n =163)¹

Membership by Category	Sep 2020	Oct 2020	Nov 2020	Jan 2021	Feb 2021	Mar 2021	April 2021	May 2020
All Faculty Members (99)	87	74	79	77	60	72	70	74
LA&PS (36)	34	27	28	28	21	26	23	28
Education (4)	4	4	1	3	2	3	3	3
EUC (4)	4	4	1	3	2	3	3	3
Arts, Media, Performance & Design (7)	7	7	6	6	6	5	7	4
Glendon (8)	1	4	5	5	5	4	6	4
Lassonde (8)	7	4	6	6	4	7	4	5
Health (12)	12	11	12	9	9	8	8	11
Osgoode (4)	3	3	4	3	2	3	2	3
Schulich (5)	4	3	4	5	5	4	4	5
Science (11)	11	8	9	8	5	9	9	8
Librarians and Archivists (2)	2	2	2	1	1	2	1	2
President/ Vice- Presidents (6)	6	6	6	6	5	6	5	6
Deans/Principal/Librarian (12)	11	9	10	10	10	7	9	10
Sudents (28)	14	16	21	16	18	16	11	11
Committee Chairs (2)	2	2	2	2	2	2	2	2
Other Members (13)	13	8	8	8	8	7	8	7
Number of Senators Attending (Percent)	135 (83)	117 (72)	128 (78.5)	120 (74)	104 (64)	112 (69)	106 (65)	112 (69)

¹ The maximum size of Senate is 168. 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 2016-2017 to 2020-2021
by Category of Membership and Percentage

Membership Category	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Faculty Members (99)	57.0	58.2	59.4	67.2	75.1
Education (4)	59.3	62.5	63.9	85.0	81.2
Environmental & Urban Change (4)	37.5	50.0	22.2	47.5	72.1.
Arts, Media, Performance & Design (7)	23.4	28.6	60.3	77.1	86.1
Glendon (8)	45.3	52.5	45.8	55.0	53.1
Health (12)	67.0	58.3	63.0	66.6	83.3
Lassonde (7)	70.0	67.1	77.8	57.1	67.1
Liberal Arts & Professional Studies (36)	62.0	63.2	63.2	76.1	74.6
Osgoode (4)	47.0	52.5	30.6	55.0	72.1
Schulich (5)	59.0	58.3	40.7	56.0	85.0
Science (11)	68.0	62.0	66.7	82.7	76.1
Librarians and Archivists (2)	56.5	80.0	77.8	75.0	81.2
President / Vice-Presidents (6)	87.5	80.0	88.2	76.6	96.1
Deans / Principal (12)	55.2	61.7	69.4	76.1	86.3
Students (28)	44.0	43.6	36.9	55.2	55.1
Committee Chairs (2)	60.0	100	88.9	100	100
Other Members (13)	72.1	73.1	60.6	77.6	64.4
Percentage Attendance	57.0	61.9	57.2	72.7	72.1

Table 3
Attendance in 2020-2021 by Category
Ranked in Descending Order

Membership Category	Attendance (by %)
Committee Chairs	100
President/ Vice President	96.1
Deans / Principal	86.3
Arts, Media, Performance & Design	86.1
Schulich	85.0
Health	82.3
Education	81.2
Librarian and Archivists	81.2
Science	76.1
Liberal Arts and Professional Studies	74.6
All Faculty Members	75.1
Osgoode	72.1
EUC	72.1
Lassonde	67.1
Other Members	64.4
Students	55.1
Glendon	53.1

Table 4
Senate Attendance in 2020-2021
by Meeting Date (n = 163)

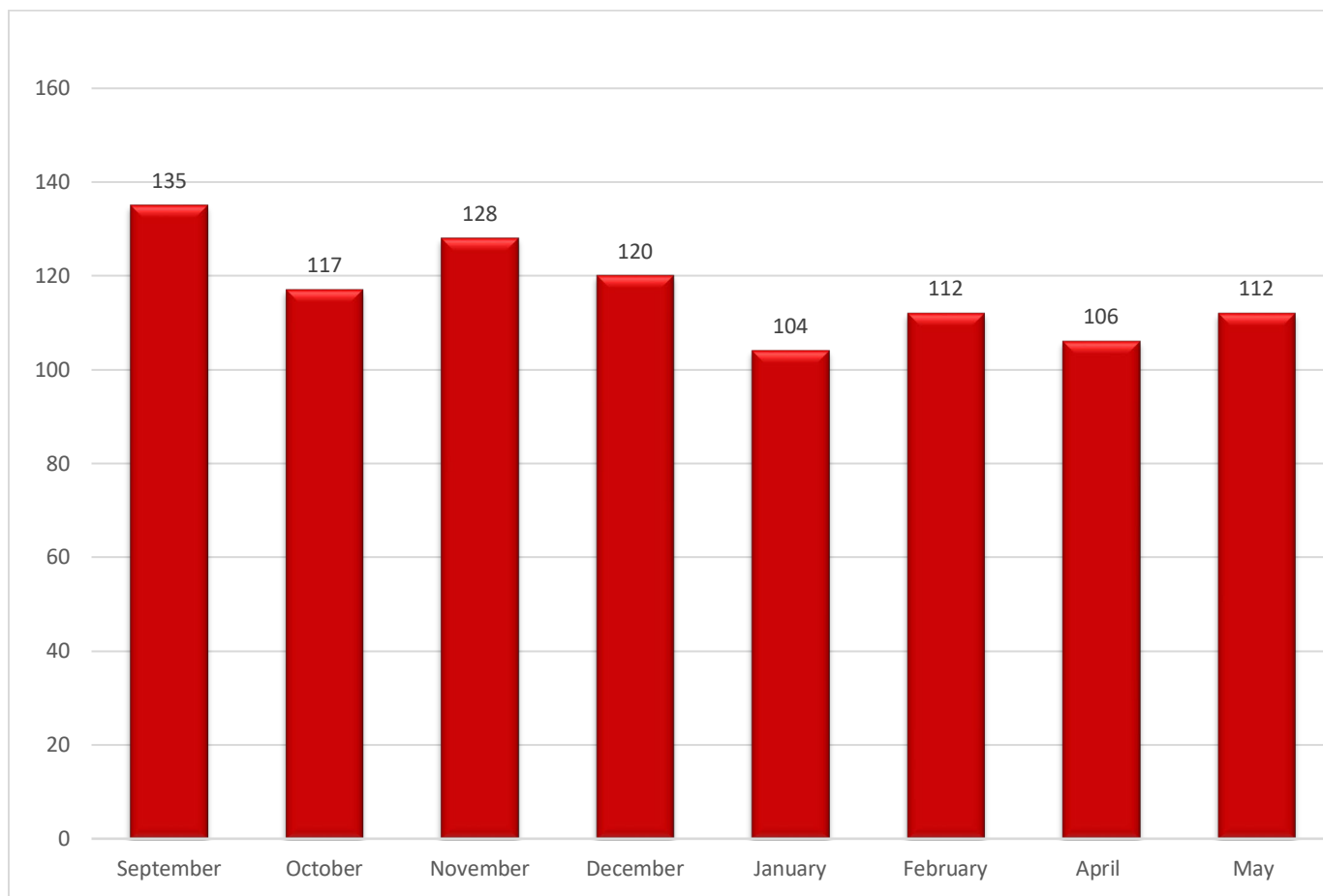
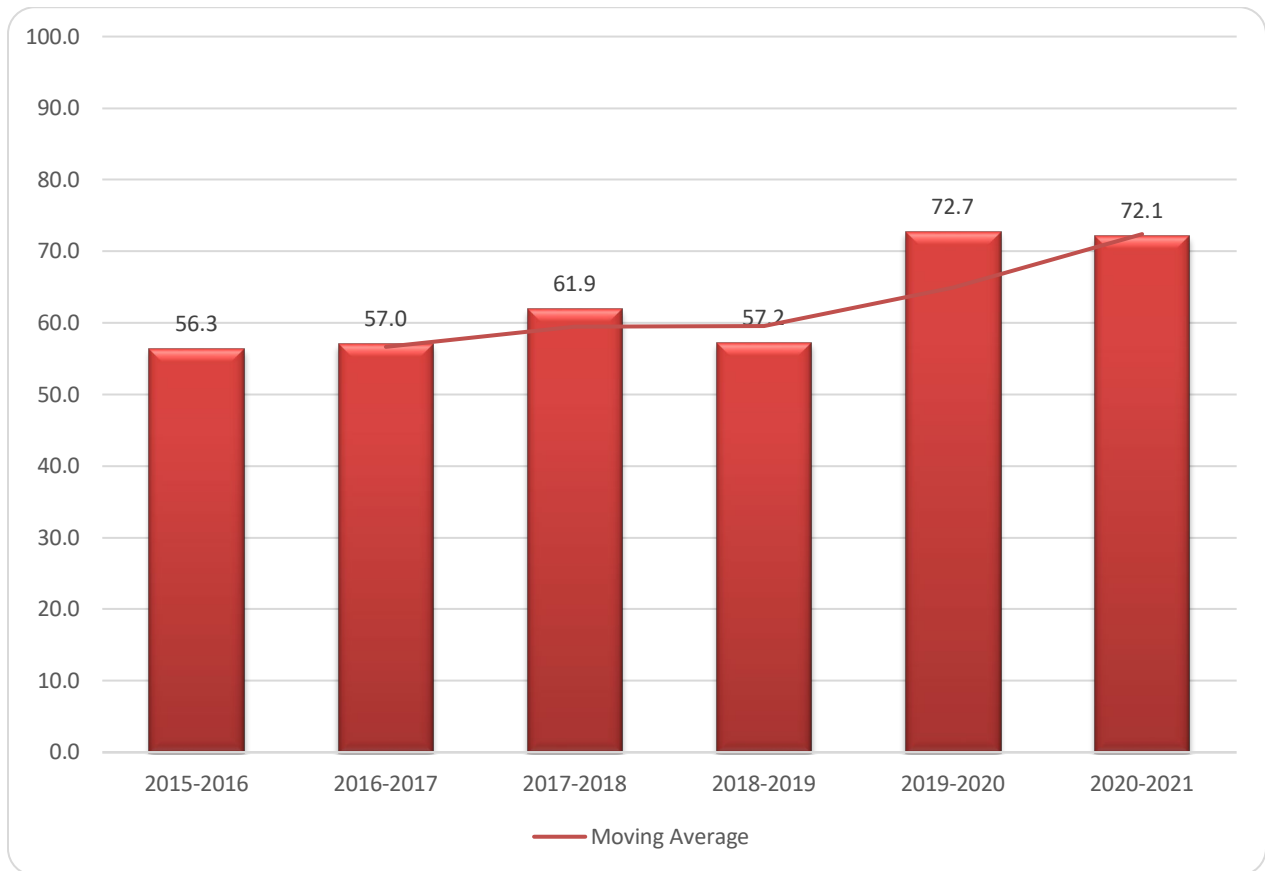


Table 5
Senate Attendance
2015-2016 to 2020-2021
by Yearly Average



Note: For 2020-2021, the average listed is for September – May.

**Senate Executive Committee
Priorities 2020-2021**

Item	Commentary	Process	Status
Monitoring the Disruption	With the COVID-19 pandemic continuing, the <i>Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i> continues to be in effect. Consequently, Executive will continue to discharge its mandate of monitoring the impact of the pandemic on academic activities at the University.	The Provost to provide regular reports to Executive on the impact to academic activities. Executive works in collaboration with the Provost to manage the impact, identify and bring to Senate as appropriate adjustments to academic regulations, deadlines and schedules.	Ongoing
Senate Membership Review	The Rules of Senate require the committee to review changes in structures, faculty complements and student enrolments every two years and recommend to Senate that seats be reallocated as necessary. The last membership review was done in 2018-2019. An item will also be the determination of the academic leadership at the Markham Centre Campus on Senate.	Input to be sought on needed changes with the establishment of the Markham Campus.	COMPLETED. Membership for 2021-2023 approved by Senate in February. A related item is the determination of the academic leadership at the Markham Centre Campus on Senate, and other campus representation.
Review of Principles Governing a Presidential Search	Carried forward from 2019-2020. Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> , year delayed the item of business. A consultation on the review was held between the Chairs of Senate and Board in Fall 2019 on conducting a review and the process.	Senate Executive to prepare the framing of the discussion.	Pending It was agreed there is value in the review; however, given other initiatives in progress and the pandemic, the item is deferred, return to it in the future.

Item	Commentary	Process	Status
Chancellor Search	Deferred from last spring due to the pandemic, the search for the next Chancellor of the University is planned to commence this year to induct them by June 2021.	<p>The <i>York Act</i> provides for the appointment of the Chancellor “by the Board, after consultation with the Senate”.</p> <p>Three members of Senate Executive will be chosen to participate on the search committee, in addition to the Chair of Senate.</p>	In Progress
Appointment of a Vice-Chair Senate	With the term of the Chair of Senate concluding 30 June 2021, and the Vice-Chair moving into the role as of 1 July 2021, a new Vice-Chair needs to be appointed by Senate for the term of 1 July 2021 – 31 December 2021.	The Nominations Sub-committee will develop a slate of candidates for election to the position by Senate.	Completed.

APPRC Priorities for 2020-2021

Priority	Specific Outcomes for 2020-2021	UAP Objective(s)	Status
Setting the stage to advance and track progress on UAP 2020-2025 priorities.	<p>Identification of broad indicators for each of the six UAP priorities and the SDGs to inform planning at the local levels and to establish metrics by which APPRC will measure progress on the priorities.</p> <p>Community consultation on the exercise through:</p> <ul style="list-style-type: none"> • A (virtual) Forum to engage in discussion of “what defines success” for each of the six priorities and the SDGs; use of break out groups for each priority. • A series of focused briefings to Senate on the priorities and SDGs to set the stage for the Forum. • A survey of faculty, students and staff on how their current research / work aligns with the SDGs to identify a baseline of activity, options for collaborations, etc. <p>Input from community consultation, together with existing data sets (from OIPA) provides the basis for APPRC to identify indicators for its future monitoring of UAP progress.</p>	All six and the SDGs	<p>COMPLETED, with revisions.</p> <p>Committee’s focus on UAP progress changed in course of the year, noting the impact of the pandemic.</p> <p>Community consultation completed through:</p> <ul style="list-style-type: none"> • Focused briefing to Senate on key planning documents • 2 open fora, on EE and research continuity during pandemic • Discussions with Faculty planners <p>UAP Planning Report, including outcomes and recommendations to Senate in June.</p>
Support furthering the Strategic Research Plan goals	<p>Review and recommendations on ORU charter renewals</p> <p>Input into the review of ORUs from an academic planning perspective.</p> <p>Furthering the development and implementation of E-CV platform.</p> <p>Revisions to the policy for funded / endowed research chairs.</p>	Knowledge for the Future: From Creation to Application	<p>Partially completed</p> <p>ORU charter renewals to APPRC June 10 and Senate June 24; ORU audit results discussed October 2020.</p> <p>E-CV update and discussion June 24.</p> <p>Policy revisions to Chairs’ policy pending.</p>

Priority	Specific Outcomes for 2020-2021	UAP Objective(s)	Status
Inform academic policies and directions to address anti-Black racism, and further access and principles of equity, diversity and inclusion	<p>Committee's representative on the Senate Sub-committee on Equity to foster dialogue and plans for addressing anti-Black racism, access and principles of equity, diversity and inclusion within collegial governance realm.</p> <p>APPRC to take up initiatives and directions established by the Senate Executive Sub-Committee on Equity on this priority.</p>	<p>Living Well Together</p> <p>From Access to Success</p>	<p>Deferred.</p> <p>Executive Equity Sub-committee not convened.</p>
Markham Campus Planning	<p>Discussion and input into the academic dimensions of the campus including research, curriculum, and pedagogy.</p> <p>Confirmation of academic processes to be invoked in the preparations for the new campus.</p> <p>Engaging Senate in planning questions as appropriate.</p> <p>Consideration of specific proposals – jointly with ASCP as appropriate.</p> <p>Advice to the Provost, VPRI and others.</p>	<p>Working in Partnership</p> <p>21st Century Learning: Diversifying Whom, What, and How We Teach</p>	<p>Continuing</p> <p>Reports from Provost and VPRI received and planning discussions held throughout year.</p> <p>Advice provided to Provost on academic structure for new campus; planning ongoing.</p>

ASCP Priorities and Key Items of Business for 2020-2021

As of June 2021

UAP Priority	ASCP Activity	Status/Next Steps
Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach		
General:	Priority and sub-items to inform ASCP's review of curriculum items that come before it, in particular programs planned for Markham Centre Campus	
To diversify how we teach in an era of perpetual, universal learning, we will:		
Enhance and update teaching and PD supports for all instructors	ASCP to receive annual report and ongoing updates on teaching and learning initiatives	Annual report received by ASCP in June. Ongoing updates on teaching and learning or pedagogy items to be provided.
Priority 3: From Access to Success: Next Generation Student Supports		
General:	Year 5 of tracking and assessment of data/trends on the Academic Forgiveness Policies	Extension of pilot through for FW'21 approved by Senate in April 2021 ASCP also agreed that the three policies should be combined together as one "Academic Forgiveness Policy", a task which will take place over FW2021-2022, with a view for Senate to approve the policies as permanent legislation in Spring 2022.
	Revisions to <u>Academic Honesty Policy</u>	In progress. Senate approval in Winter 2022 targeted.

UAP Priority	ASCP Activity	Status/Next Steps
		<p>Academic Conduct Policy and Procedures are in final stages of development, shepherded by Policy Review Working Group over Winter and Spring 2020. ASCP and SAC reviewed documents in Fall 2020 and will seek feedback via community consultations in Winter 2021.</p> <p>Ad hoc Working Group of ASCP and SAC has been convened to review consultation input and shepherd the finalization of the Policy and Procedures.</p> <p>Planning meeting will take place in June 2021.</p> <p>Updates on educational and support activities of Vice-Provost Academic's academic integrity working groups to be provided on an ongoing basis.</p>
	<p>Ongoing review of Senate policies / regulations to enhance clarity and address gaps</p> <p>Items for 2020-21 to include:</p> <ul style="list-style-type: none"> • Pan-University Academic Nomenclature • Sessional Dates Policy 	<p>Revised definition of “specialization” in Pan-University Academic Nomenclature approved by Senate in January 2021.</p> <p>Review of Sessional Dates Policy deferred to FW2021-2022.</p>
	<p>Review of Course Outlines Guidelines and Template, including exploration of the creation of optional, standardized anti-discrimination language for course outlines</p>	<p>C&P to begin review in Winter 2021</p> <p>On May 26, ASCP approved a technical clean-up of the guidelines and template and, in the process, sought guidance from other units within the University.</p>

UAP Priority	ASCP Activity	Status/Next Steps
		The updated guidelines and templates will be shared with faculty and units across the university and posted to the ASCP website, replacing the previous versions.
	Curriculum Management System (CMS) project	ASCP to be engaged as appropriate on CMS project.
We will redouble efforts to achieve positive change for students in the following areas:		
Earlier feedback to students on their academic standing	Revisions to the Common Grading Scheme for Undergraduate Faculties: transition from the 9.0 GPA scale to a 4.0 scale and update policy framework	<p>Policy on York University Grading Schemes and undergraduate qualitative descriptors approved by Senate in October 2020.</p> <p>Communication sent to Faculties in November 2020 regarding required implementation activities and process for reporting changes in program/academic regulations to ASCP.</p> <p>Policy Updates Approved by Senate in March 2021:</p> <p>Senate Policy on Letters of Permission</p> <p>Undergraduate Certificate Guidelines and Procedures</p> <p>Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions</p> <p>Next Steps</p> <ul style="list-style-type: none"> Coordinate with programs on additional progression/academic standing requirements.

UAP Priority	ASCP Activity	Status/Next Steps
		<ul style="list-style-type: none"> • Liaise with Student Financial Services and Awards Committee to update Awards Manual re: GPA values. • Consider review of graduation honours to streamline University-wide.

Report on Senate Committee on Awards Priorities 2020-2021

Priority	2020-2021 Activities
Reflect and assess the extent to which the breadth of research conducted at York is being fully and comprehensively celebrated	<p>In progress</p> <p>The Committee continues to reflect on the nomination files for the <i>President's Research Impact Award</i>, with a view to refining the criteria to sustain the intent and spirit of the award.</p> <p>This being the third competition in which the disciplinary clusters were in use, the Committee continues to reflect on the effectiveness of the distinctions for the <i>Emerging Research Leadership and Research Excellence Awards</i>.</p>
Consider possible refinements to all award criteria	<p>Discussions completed. Review exercise in Fall 2021</p> <p>Discussions held this year; a review of all criteria planned for the first meeting of Fall 2021.</p> <p>A review of the evaluation criteria for the Teaching Assistant category for the Teaching Awards will be undertaken to bring better alignment. Scheduled for Fall 2021 in advance of next year's competition.</p>
More formally consider the application of equity, diversity and inclusion principles in award adjudications	<p>In progress</p> <p>Members were encouraged to complete the Canada Research Chairs Unconscious Bias Training Module at the beginning of the year and prior to each adjudication.</p> <p>The Committee continued discussions about the introduction of a self-identification declaration as an optional component of nomination packages for all Awards and this initiative will remain a priority into 2021-2022.</p>
Encourage nominations from all Faculties for awards	<p>Progress Achieved</p> <p>2020-2021 saw an increase in the number of nomination files received, in particular for some Research and Teaching Awards. This is likely linked to the Committee's efforts to: 1) to distribute calls for nominations more widely across the University and 2) to allow files for of full-time and contract/adjunct Teaching Award nominees not selected to be reconsidered in the subsequent three competitions.</p> <p>The Committee noted an increase in the number of <i>University Professor</i> nominations this year which is an improvement from previous years' submission numbers.</p>

Centre for Refugee Studies
Terms and Expectations
2021 – 2026 Charter

1. Mandate

The Centre for Refugee Studies at York is an interdisciplinary community of researchers dedicated to advancing the well-being of refugees and others displaced by violence, persecution, human rights abuses, and environmental degradation through innovative research, education and policy engagement. Since its inception in 1988, CRS has been recognized as an international leader in the creation, mobilization and dissemination of new knowledge that addresses forced migration issues in local, national and global contexts.

2. Lead Faculty

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

This support includes promoting membership in The Centre for Refugee Studies, supplying a decanal representative to serve as Vice-Chair of CRS's Board, and facilitating selection and approval of Directors for CRS as warranted. The Lead Faculty further agrees to integrate the Centre for Refugee Studies' objectives into its strategic research planning and to champion the development of CRS as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CRS will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, Glendon College, the Faculty of Education, Osgoode Hall Law School (proposed), and the Faculty of Environmental & Urban Change agree to play a supportive role in promoting the development of the Centre for Refugee Studies and to provide a representative to its Board.

4. Board

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

- a. VPRI (or designate), Chair
- b. Dean (or designate), Faculty of Liberal Arts & Professional Studies, Vice-Chair
- c. Dean (or designate), Faculty of Education
- d. Dean (or designate), Faculty of Environmental & Urban Change
- e. Principal (or designate), Glendon College
- f. Senior Development Officer, Faculty of Liberal Arts & Professional Studies (non-voting)

Proposed additional member

- g. Dean (or designate), Osgoode Hall Law School

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

5. Directorship

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

6. Objectives and Expectations, 2021-2026

General nature of the research program to be pursued through the ORU

CRS has maintained a global reputation for innovative interdisciplinary research on forced migration, refugees and other forms of human displacement for over 30 years. The general nature of the research program is twofold: (1) Enhancing the rights and well-being of refugees and other displaced people through research, education and knowledge mobilization; (2) improving critical understandings of unprecedented and ever-increasing human displacement, and rapid shifts in responses, and advancing evidence-informed policy and practice in Canada and abroad.

Activities

Fostering and Supporting a Community of Researchers on Forced Migration: CRS aims to foster and support a community of researchers across disciplines who work on issues related to refugees and other displaced people. The CRS will continue to build links between researchers at York and elsewhere which will facilitate interdisciplinary research in this area.

Education, Refugees & Others with Precarious Status: The CRS community is passionate about education for refugees and others with precarious status. Many CRS

Affiliates undertake research in this area from a variety of disciplinary standpoints. CRS intends to continue to facilitate and to support that work.

Refugee Law Laboratory: CRS is excited to have taken the first steps towards creating a Refugee Law Laboratory. This lab is devoted to research and advocacy related to new legal technologies and their impact on refugees, other displaced communities and people on the move.

Environmental / Disaster Induced Displacement: Over the next five years CRS aims to reinvigorate research at York in this field. CRS have begun efforts in this regard by administering a new graduate student scholarship on the intersection between refugees, climate change and environmental degradation.

Health, Refugees & Covid-19: CRS has developed extensive expertise on interdisciplinary research relating to health and forced migration, including through their support for ongoing research on health, policy and resettled Syrian refugees. Over the term of the next Charter CRS will continue supporting world-leading research in this area. One new area that CRS expects will feature prominently is research relating to Covid-19. The global pandemic has already had a profound impact on refugees and other displaced people around the world.

Student Programs: CRS is proud of its student programs and of the impressive research undertaken by members of our student caucus, and are committed to continuing to promote student learning and research on refugee issues at York.

Post-Covid Priority Setting: CRS was not able to engage in the thorough priority setting exercise that had been planned. CRS anticipates that one of these priorities will relate to race, forced migration and racialized refuge – but the specific framing of that priority remains to be developed through post-Covid consultation. Within approximately six months of our return to campus, CRS will engage in a post-Covid priority setting exercise that involves consultations with staff, faculty, students, external affiliates, community members and institutional partners.

Expectations, Projected Deliverables, and Evaluation for the Proposed Charter Period

Fostering and Supporting a Community of Researchers on Forced Migration

- CRS will do so by hosting events, by bringing in visitors, by supporting scholarly associations, by maintaining spaces and materials in our resource centre, and by facilitating informal networking opportunities. We will place particular emphasis on ensuring wide access to our events – including thinking about accessibility for people with disabilities, addressing barriers to participation for those who are unable to be physically present and tackling linguistic barriers. Regarding the

latter barrier, one specific area where we hope to make gains over the course of the next Charter is in engagement with francophone researchers, students and community members at York and beyond.

- CRS will also assist researchers tackling some of the biggest challenges in conducting forced migration research. That includes practical challenges related to working across jurisdictions and working in difficult locations (for example, finding creative ways to get funding to community-based researchers in precarious situations who may not have access to standard financial institutions). We are also experts at applying for and administering grants in this area and we will continue to draw on our expertise to offer substantive feedback and administrative support to grant applicants.
- CRS will also foster and support a community of researchers on forced migration by providing assistance with knowledge dissemination and mobilization. We will continue hosting the leading interdisciplinary journal on refugees in Canada and we will act as the secretariats for the International Association for the Study of Forced Migration and the Canadian Association for Refugee and Forced Migration Studies, which are the leading interdisciplinary associations at the international and domestic levels.
- We will support the emerging researchers in our community. This will include creating mentorship and networking opportunities and prioritizing support for grant applications by early career scholars.
- We will support multi-year large interdisciplinary team-based grants with many institutional partners, which are often led by mid-career or more senior scholars.

Education, Refugees & Others with Precarious Status

- We will remain committed to the Borderless Higher Education Program for Refugees, through which York maintains a campus in the Dadaab Refugee Camp, providing access to post-secondary education for refugees.
- The CRS will continue to support refugee students at York's GTA campuses, including through the World University Services Program.
- We also want to continue supporting faculty from other universities who are themselves facing situations of forced migration, including through the Scholars at Risk Program.
- CRS also wants to broaden our support for students with precarious immigration status – including refugee claimants and undocumented students. Access to post-secondary education for this group remains extremely limited. Over the next five years, CRS members want to work to expand these opportunities at York and beyond through our research and advocacy and through institutional engagement.

Refugee Law Laboratory

- The lab will develop datasets and legal analytics that enhance transparency in refugee law processes. It will study and critique the use of artificial intelligence and other technologies by governments and private actors in the migration field. It will also produce legal technology that advances the rights and interests of refugees and other marginalized people on the move.
- CRS will seek out additional funding, build new international partnerships, attract interdisciplinary researchers (including technologists) and will begin producing outputs through the Refugee Law Lab.

Environmental / Disaster Induced Displacement

- We have identified emerging scholar faculty members at York with an interest in research in this field and we are supporting them in pursuing external research funding.
- We propose to work with the new Faculty of Environmental & Urban Change to increase capacity in this area.

Health, Refugees & Covid-19

- CRS has begun to assist with this urgent research by supporting research funding applications.
- We are also supporting a special issue of “Refuge: Canada’s Journal on Refugees” on the topic. In the coming months and years, we expect to work together to continue studying the fallout from this crisis.

Student Programs

- While the programs remain popular, it is time to work on some updating. We want to ensure that we are offering students the best possible learning experience. We also want to address institutional questions about where oversight for these programs are located and how the programs are resourced. One of the priorities over the next 5 years is to complete these revisions, in consultation with our students and institutional partners.

7. Resource Commitments

VPRI

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

VPRI will continue to fund: a) Director’s course release, stipend and benefits as mandated by the YUFA or the OHFA Collective Agreement; b) access to up to \$40,000

per year for a Coordinator, based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services; and c) \$2000 discretionary operating funds.

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

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

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

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

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

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

Lead Faculty

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

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

Participating Faculties

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

8. PIER

CRS 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.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Don Dippo , Professor, Faculty of Education
Nicole Fernandez MA candidate, Public and International Affairs (CRS Student Caucus)
Christopher Kyriakides , Department of Sociology, LA&PS
Michaela Hynie , Department of Psychology, Health
Alexandra Mirowski , PhD candidate, Department of Sociology (CRS Student Caucus)
Sean Rehaag , Osgoode Hall Law School
Dagmar Soennecken , School of Public Policy and Administration, LA&PS
Ozgun Topak , Department of Social Science, LA&PS

Muscle Health Research Centre (MHRC)
Terms and Expectations
2021-2026 Charter

1. Mandate

The MHRC is an organized research unit within the Faculty of Health dedicated to Biomedical Sciences. Its mandate is to provide a centralized and focused research emphasis on the importance of “muscle health” for the overall health and well-being of Canadians. MHRC’s refined vision for this Charter is to be: *“Canada’s leader in exercise and muscle health research, training and education.”* This revised vision serves to integrate the three main priorities of MHRC: research, education, and training of highly qualified personnel (HQP), in order to embrace the challenge of forging a greater understanding of muscle health in aging and aging-related diseases. The goals of the new mandate are to increase faculty and trainee engagement in an expanded array of research and education initiatives to expand MHRC prominence in this field both nationally and internationally.

2. Sponsoring Faculty

As the sponsoring Faculty, the Faculty of Health agrees to support the development of MHRC in collaboration with the Office of the VPRI. This support includes promoting membership in MHRC, supplying a decanal representative to serve as Chair of its Board. The Faculty of Health further agrees to integrate MHRC objectives into its strategic research planning and to champion the development of MHRC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of MHRC 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, continuing education, and other relevant areas. Given the reciprocal nature of this relationship, the MHRC is expected to contribute to the research objectives and activities of the Faculty of Health. We would like to see the MHRC apply for large team grants and develop a plan to assess research productivity and success.

3. Participating Faculty

As a participating Faculty, the Faculty of Science agrees to play a supportive role in promoting the development of MHRC, including approving course release should the Director be a Faculty of Science faculty and providing a decanal representative to its Board.

4. Board

The Board for MHRC 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 MHRC with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the Centre achieve its objectives. Composition of the Board for MHRC normally will be as follows:

- a. Dean (or designate), Faculty of Health (Chair)
- b. VPRI (or designate) (Vice-Chair)
- c. Dean (or designate), Faculty of Science

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

5. Directorship

Director terms are typically 5-years in length. Upon the completion of a Directorship term, the Faculty will appoint, following the Director search process, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

6. Objectives and Expectations, 2021-2026

General nature of research

Research at MHRC is focused on skeletal muscle, used for locomotion, movements and exercise, cardiac muscle, which circulates the blood, and smooth muscle, which determines the diameter of the blood vessels in which the blood is circulated.

MHRC faculty members and their trainees use multidisciplinary cellular, molecular, and whole-body approaches to study muscle biology in the broadest terms, including muscle and heart development, disease, metabolism, blood supply, injury and regeneration, and adaptation to acute and chronic exercise. These studies allow for an understanding of the integration of physiological systems that determine metabolism, locomotion, heart health and quality of life.

To embrace the challenge of forging a greater understanding of muscle health in aging and aging related diseases, the MHRC have proposed a broader mandate for this Charter. The goals of this mandate are to increase faculty and trainee engagement in an expanded array of research and education initiatives to expand MHRC prominence in this field both nationally and internationally. This refined vision also spans the spectrum from the fundamental biology of muscle health, to its

applied and clinical implications for the health of Canadians. This takes full advantage of the breadth of talent within the MHRC membership, with the hope of broad engagement in research, education, and training of HQP.

Proposal to grow the MHRC mandate: Expansion of existing initiatives and plan for new ones

Below is a mandate of activities for the Charter period, designed to accept the challenge of furthering research and education in investigating muscle health, and its decline, in aging and aging-related diseases. It includes current programming and activities, as well as new initiatives.

The purpose is to drive innovation in muscle health research and development, as well as trainee education, and to elevate the MHRC toward greater international visibility.

	Initiative	Existing or New	Action	Cost ?	Added Value
<i>Local and International Conferences</i>					
1	International Biochemistry of Exercise Conference (IBEC 2022)	New	Successfully host this important international meeting, now rescheduled from 2021 to 2022 so it can be held in person	Yes	Serves as an expansion point for the MHRC in spreading our reputation to an international level, and acts as a microcosm for the MHRC in meeting the grand challenge of muscle health in an aging society
2	Muscle Health Awareness Day (MHAD)	Existing	Continue hosting this yearly, popular, and well-attended local meeting of muscle scientists	No	This is a modest revenue generating event that brings together scientists and trainees (~130) mainly from Ontario, Quebec, NY, and Michigan to promote muscle health and further expand our reputation within the country on a yearly basis.

<i>Faculty Support Initiatives</i>					
3	Faculty Visiting Scientist Fund	New	Develop a yearly fund of \$3000 to invite guest scientists for collaboration for 1 week	Yes	Develop international visibility and collaborations.
4.	Faculty seed research grant for new initiative	New	Develop a \$5000 per year grant for new research initiatives with priority to 1) those without Tri-Council funding, or 2) with a clinical or industry collaboration; could cooperate with MITACS to increase funding of clinical research	Yes	Monetary incentive for faculty membership and participation; Initiates new research collaborations with industry or clinics; fits with the revised priorities of the MHRC.
<i>Student-Based Initiatives – Designed to Help Students and Support Faculty Supervisors</i>					
5	MHRC foreign student scholarship	New	\$20,000 for 3 years, offered every 2 years	Yes	Brings in qualified PhD students from other countries, in the absence of any Graduate program VISA student funds; increases internationalization.
6	TA buyout (alternative to above, or in addition)	New	\$15,000 per year to devote to research full-time	Yes	Allows qualified, exceptional graduate student to devote entire year to research, no teaching.

7	MHRC student committee	Existing	Expand to more members from all or most MHRC labs	No	Increases student involvement
8	MHRC Student Fellowship	Existing	Expand to 2 x 1000 and 2 x 2000 for MSc and PhD students, respectively	Yes	Increases the value of being a student MHRC member. They must be registered as MHRC members to qualify.
9	Career Day	Existing	Continue with this event every 2 years	Yes	Low-cost educational initiative for trainees to understand alternative career paths; last 2 events have been highly valued by attendees.

Initiatives for External Visibility and Revenue Generation

10	Advanced Training of Students	New	Certificates or micro-certificates in exercise and muscle health for UG and Graduate students; cooperate with CSEP on this	Time	Aligns with FoH IRP; possible revenue generation and increased visibility among graduates and UGs.
11	Social media outreach expansion	Existing and Growing	Regularize Facebook, Twitter postings; expand the YouTube channel for seminars and videos; be aware of new faculty publications and awards for posting	No	International visibility and recognition of FoH, York and MHRC.

12	Seminar Series (aligns with IRP 2.1.7)	Existing	Continue to emphasize quality speakers rather than increasing the number of speakers: 3-4 per semester maximum	Yes	Increase visibility and collaborations; bring in other “Muscle Centre” directors for discussion.
13	Fee for analytical services	New	Provide analyses sought after by other Universities using 1) Seahorse, 2) HPLC, 3) High throughput content analyzer, 4) Confocal microscopy	Yes	Quarter-time salary for post-doctoral fellow to supervise, monitor and carry out experiments for inside York (non-MHRC) faculty and outside faculty.
14	Public Lecture Series	New	Develop Public Lecture Series for lay audiences in Toronto or in Markham Community Centres – enroll willing faculty members; investigate FoSc and York Circle procedures	Time Cost?	Public dissemination of MHRC work for visibility and fund-raising.
15	Ontario Science Centre demonstration/display	New	Investigated previously, this opportunity could be revisited	Time	Visibility in Southern Ontario and public education.
16	High School recruitment events	New	“Muscle Health and Exercise Day” or Hackathon for HS students	Time	Recruitment tool for HS students to the FoH

<i>MHRC Structural and Membership Initiatives</i>					
17	Vision Statement	Existing	Broaden to better represent leadership in research, training and education	No	More visibility for York and the FoH in valuable priorities related to the York Academic Plan
18	York MHRC membership renewal and re-classification	New	Provide a list of membership requirements and ask for participation or withdrawal	No	Adjusts the “active” membership to willing and active faculty members; others can remain as associate members if desired; numbers will represent “real” active participation.
19	MHRC Grant mentorship program (aligns with IRP 2.1.9)	Formalize	Identify CIHR and NSERC Grant mentors to read and offer feedback prior to grant submission	Time	Improves the likelihood of grant funding, which helps the PI and FoH
20	Adjunct scientist members	Existing	Increase local and international members	No	Invite them to give a Seminar in exchange for Adjunct membership; they gain knowledge of MHRC initiatives to increase international visibility.
21	Clinical affiliations	Limited	Expand to SickKids, SMH, York Region, New Mackenzie Health	No	Opens up clinical research and internship possibilities.
22	Complement plan input	New	Provide a more official voice to FoH and KHS hiring to fit MHRC growth	No	Expand the MHRC and FoH in critically needed areas: (e.g. molecular biology, bioinformatics, proteomics).

23	Develop the “Ontario Muscle Health Network”, regionally at first, then with more Canadian membership (aligns with IRP action 2.1.7)	Limited	Enlist interested faculty members at different universities with like-minded interests and shared methodologies	No	<ul style="list-style-type: none"> - Share equipment/infrastructure - Participate in student exchange or research visits - Provides a pool of participants for Grad Student Exam Committees - Receive invitation to all MHRC events - Should consist of a mix of clinical and basic scientists to broaden possible research aims - Provides list of equipment resources for HQP training. <p>Long-term goals: Groups grants (CREATE), Centre of Excellence in Muscle Health.</p>
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7. Resource Commitments

Faculty of Health

The Faculty is committed to ensuring that MHRC has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director. The Faculty will contribute up to \$65,000 annually to fund MHRC’s operations and continue to support the Centre in working towards becoming financially independent through overhead and revenue generated from conferences, courses, and other events hosted by the Centre. 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.

Administrative support is being provided by a centre coordinator who is shared with YU-CARE. The staff member devotes 50% of effort to MHRC and 50% to YU CARE, and is funded by the Dean of Health.

VPRI

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

Note: ORU institutional resourcing commitments may be adjusted over the term of the Charter based on the development of the University's budget model and its models for promoting ORU self-sufficiency over time, incentivizing fundraising by ORUs, and investing in the growth of successful ORUs. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the baseline resources identified above. Space allocations may also be adjusted from time to time based on the progress and needs of the ORU, availability of space, and overall institutional space pressures.

8. PIER

MHRC 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.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Dr. David Hood, Director, MHRC
Dr. Peter Backx
Dr. Rolando Ceddia
Dr. Michael Connor
Dr. Michael Riddell
Mr. Matthew Triolo

Appendix B – Industry Partner Liaisons

Dr. Michael Riddell
Dr. Chris Perry

Appendix C – CSEP Liaison

Dr. Chris Perry

Appendix D – Graduate and Undergraduate Education Initiatives Committee

Dr. Mike Connor (Chair)
Dr. Ola Adegoke
TBD

Appendix E – Clinical Partner Liaison

Dr. Heather Edgell
TBD

Appendix F – Social Media Consultants

Dr. Rolando Ceddia
Louise Solomon, MHRC Coordinator

Appendix G – Graduate Student Committee

Matt Triolo (Chair)
Catherine Bellissimo
Sarah McGaugh
Shailee Jani
Simona Yakobov
Mayoorey Murugathasan
Daniel Daeira

Appendix H – Adjunct Faculty Members (and Affiliations)

Dr. Ira Jacobs (University of Toronto)
Dr. Imogen Coe (Ryerson University)
Dr. Thomas Hawke (McMaster University)
Dr. Xavier Bigard (France)
Dr. Robert Laham (Clinical Advisor, York)
Dr. Shawn Wharton (Obesity Clinic)
Dr. Sherry Grace (York)

Centre for Vision Research
Terms and Expectations

2021 – 2026 Charter

1. Mandate

The Centre for Vision Research (CVR) pursues world-class, interdisciplinary research and training in visual science and its applications. Vision is a primary input not only for understanding the world around us, but also for guiding actions that determine our interactions with the world. We acknowledge that vision interacts with other sensory modalities and thus our mandate includes multisensory perception. The CVR provides an effective infrastructure that encourages collaboration among members and across disciplines.

2. Lead Faculty

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

This support includes promoting membership in CVR, supplying a decanal representative to serve as Vice-Chair of CVR's Board. The Lead Faculty further agrees to integrate CVR objectives into its strategic research planning and to champion the development of CVR as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CVR will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas. Given the reciprocal nature of this relationship, the CVR is expected to contribute to the research program and activities of the Faculty of Health.

3. Participating Faculties

As Participating Faculties, the Faculty of Liberal Arts & Professional Studies, Faculty of Science, Lassonde School of Engineering, and School of the Arts, Media, Performance & Design agree to play a supportive role in promoting the development of CVR and to provide a representative to its Board.

4. Board

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

- a. VPRI (or designate), Chair
- b. Dean (or designate), Faculty of Health, Vice-Chair
- c. Dean (or designate), Faculty of Liberal Arts & Professional Studies
- d. Dean (or designate), Faculty of Science
- e. Dean (or designate), Lassonde School of Engineering
- f. Dean (or designate), School of the Arts, Media, Performance & Design

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

5. Directorship

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

6. Objectives and Expectations, 2021-2026

General nature of the research program to be pursued through the ORU

The CVR is one of the premier vision research centres in the world. The CVR supports fundamental, applied, and translational research into vision and visual systems, broadly defined. We aim to increase understanding of how vision is achieved in biological and computational systems and apply this understanding to solving important real-world problems. Work at the centre is highly interdisciplinary and collaborative, rooted in a fundamental research programme that merges behavioural, psychophysical, computational, neurophysiological, clinical, and engineering approaches.

Proposed research program

Vision in our Complex, Real World is a major cross-cutting theme underlying CVR research activities and researchers. CVR will continue to use advanced techniques to move vision research from highly controlled laboratory settings to more ecological settings, and from the 2D world of the image to the 3D world of embodied vision.

Real-world scenarios are equally challenging for computer and robotic vision. Traditionally, computer vision algorithms have been evaluated on highly controlled datasets, whereas to be useful, they must operate reliably in complex environments in which humans operate. A sea change in the development and evaluation of computer vision algorithms has occurred in the last several years, with the widespread availability of large datasets, validated test datasets, and advances in neural network-based machine learning. Our researchers will continue to be at the forefront of these advances and develop world-class techniques to solve real-world vision challenges.

Visual Representations and Transformations form a common language for biological and computer vision. CVR members are leaders in the understanding and analysis of vision in terms of the representations, transformation, and processing of visual information into useful forms, for example, for sensorimotor action (Crawford, Henriques, Sergio), for memory and cognition (Rosenbaum, Stevens) or for efficient encoding (Zylberberg, Murray, Bergevin, Wilson, Troje). These concepts concern the very nature of vision and what it is to see and form a natural nexus for collaboration between neuroscientists and philosophers in the CVR. We will continue to focus on our work in neurophysiological and neuroimaging research, which is providing great insight into the representation and processing of information in biological neural systems.

Human-Centered Technologies reflect our efforts in translating laboratory advances to address key societal and health challenges such as healthy aging, rehabilitation, information privacy, equity, and accessibility. CVR will build on its neuroimaging and behavioural experiments to identify subtle functional deficits and diagnostic markers in a variety of age-related brain disorders. CVR will work with clinical partners to develop adaptation, rehabilitation, and treatment strategies. A human-centred approach is also evident in our research on visualization and digital arts, which provides a lens for a deeper understanding of the world around us. This work integrates technical and scientific study of visual media perception with digital creation research. Another major emerging human-centred focus is rehabilitation based on multiple techniques, including robots, virtual reality, body kinematics and dynamics, and brain stimulation.

Anticipated Sources of External Funding

CVR aims to address the concern of long-term financial sustainability through a combination of negotiating with central administration for increased base funding, seeking advancement funds, soliciting member contributions, seeking external funds for events and workshops, and seeking large-scale grants that include indirect costs.

Plan for Enhancing the Training Environment

Training of students and post-doctoral fellows is a critical part of the CVR mission, the number of students in training at CVR is expected to increase as newly hired faculty members fully establish their research programs. The trainees have access to state-of-the-art facilities and techniques, and a diverse range of expertise beyond their home labs and direct supervisors. Many students do internships and minor projects in other CVR labs or with industrial, government and academic partners.

A focus of this Charter will be on better integration of trainees into the centre's activities. This will improve the ability of the CVR to attract qualified graduate students, the connection between trainees and the centre, and the social vitality of the centre. Initiatives to include students on the steering committee, and to actively support students' social, academic, and career development activities are important and will be

continued. Students and post-doctoral fellows often have tenuous connections to the centre, and CVR works to ensure that students are at the forefront of centre activities.

Over the course of this Charter, CVR aims to identify a dedicated meeting space for seminars, workshops, social events, and breakout rooms that acts as a central hub for members. CVR is also actively exploring possibilities for a graduate certificate in Vision Science or other formal programs for students.

Plan for engaging in knowledge transfer or knowledge mobilization

To improve the visibility of the Centre's work, a communications subcommittee has been established. A communications strategy will be developed working closely with central and Faculty communications and public relations staff. The committee will coordinate social media efforts and revamp the CVR web page.

The next CVR International Conference will take place in June 2021. Given the two-year cycle, another conference during the Charter time frame is scheduled in 2023. The 2021 conference is being planned by a subcommittee chaired by Dr. Niko Troje.

Expectations, Projected Deliverables, and Evaluations Metrics

Funding and Sustainability

In anticipation of the VISTA program ending in October 2023, the CVR will form a task group to appropriately plan for the transition out of VISTA, ensuring sustainability after the end of the program and its funding. One strategy that will be adopted is to develop standing proposals or research ideas that can be quickly and easily formed into applications in response to major calls to funding opportunities or advancement opportunities. This will also provide CVR members exposure to each other's research and help build collaborations amongst members.

Integration and Community Building

The expansion and growth of CVR offers opportunities for new collaborations amongst members and for the integration of new external partners. In particular, increased collaboration with the humanities, visual and performing arts is attractive given the centre's recent growth in these areas that are further from the traditional science focus of the CVR.

Canadian research funding is increasingly emphasizing large-scale collaborations such as those through CFREF, NFRF and ORF. These opportunities require a coordinated response from well-positioned groups, often crossing disciplines. Given CVR's structure and makeup, it is well suited to capitalize on these opportunities. To facilitate building enhanced collaborations and effective responses to these funding opportunities, CVR plans to mount workshops with potential partners to help build teams around key aspects of CVR's activities.

Advancement and Partnerships

CVR will seek to engage university and faculty partners in seeking advancement and corporate partnerships to fund the centre and its research activities. Peer institutions bring in substantial funds in this manner, and these relationships are also opportunities for high-profile and productive partnerships. The goal is to attain 20% of CVR's annual operating funding from these sources by the end of this Charter period. It is expected that advancement initiatives will be done in coordination with participating faculties.

Reputation

CVR is, and expects to continue to be, one of the world's top vision research centres. The CVR will explicitly benchmark against peer institutions in terms of research outputs, funding, trainee success, while promoting and highlighting its unique characteristics.

CVR will develop means to track and leverage the success of its trainees as examples and ambassadors. CVR will use quantitative metrics and applicant surveys to evaluate the effectiveness of its social media and web initiatives.

7. Resource Commitments

VPRI

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

VPRI will continue to fund a) the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective agreement, b) up to \$40,000 (including benefits and subject to annual budgetary constraints) per year in support of a Coordinator, based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services; and c) \$2000 discretionary operating funds.

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

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

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

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

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

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

Lead Faculty

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

The Faculty will provide financial support in the amount of \$2200 per year for the annual summer school hosted by CVR, in addition to providing \$2000 for each year the CVR conference is hosted.

Participating Faculties

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

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

8. PIER

CVR 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.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Robert Allison (Director), Professor, EECS, Lassonde
Denise Henriques (Associate Director), Professor, Kinesiology & Health Science, Health
Ozzy Mermut (Member), Assistant Professor, Physics & Astronomy, Science
Peter Kohler (Member), Assistant Professor, Psychology, Health
Laurie Wilcox (Member), Professor, Psychology, Health
Erez Freud (Member), Assistant Professor, Psychology, Health
James Elder (Seminar Coordinator), Professor, Psychology & EECS, Health & Lassonde
Doug Crawford (VISTA Representative Ex. Officio), Professor, Psychology, Health
Shanaathanan Modchalingam (Affiliate/Trainee Representative)

Appendix B – Proposed Members of the Advisory Committee

The CVR international advisory board was transitioned to the advisory board of the VISTA project when VISTA commenced. CVR is not currently proposing a separate advisory committee for the CVR as there is significant industry, government, and other external stakeholder input through VISTA, and the CVR does not wish to overburden the external partners. CVR intends to transition this advisory capacity back directly to the CVR as part of the wind down and sustainability plan for VISTA.

Harriet Tubman Institute for Research on Africa and its Diasporas
Terms and Expectations
2021 – 2026 Charter

1. Mandate

The Harriet Tubman Institute seeks to be the preeminent, interdisciplinary centre for research, both historical and contemporary, on Africa and its global diasporas. Its mandate encompasses the study of pre-contact cultures and histories of Africa, histories of slavery and colonialism. It focuses on the struggles in current lives of African peoples and diasporic communities to achieve social justice and covers contemporary forms of exploitation. The Institute offers York and the broader community an internationally recognized hub for studies and documentation.

2. Lead Faculty

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

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

3. Participating Faculties

As Participating Faculties, the Faculty of Graduate Studies and School of the Arts, Media, Performance & Design agree to play a supportive role in promoting the development of Tubman and to provide a representative to its Board.

4. Board

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

- a. VPRI (or designate), Chair
- b. Dean (or designate), Faculty of Liberal Arts & Professional Studies, Vice-Chair
- c. Dean (or designate), Faculty of Graduate Studies
- d. Dean (or designate), School of the Arts, Media, Performance & Design
- e. Chair, School of Gender, Sexuality and Women's Studies
- f. Senior Development Officer, Faculty of Liberal Arts & Professional Studies (non-voting)

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

5. Directorship

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

6. Objectives and Expectations, 2021-2026

The general nature of the research program is twofold: (1) research related specifically to histories of slavery and colonization; (2) research that includes study of pre-contact cultures and histories of Africa and colonialism; study of the contemporary lives of African peoples and diasporic communities in Canada and abroad; and contemporary social justice issues including racism and exploitation. HTI's research employs a multidisciplinary and interdisciplinary perspective covering a diversity of topics in the Social Sciences and Humanities, Environment, Health, Education, and Fine Arts. In paying attention to the Canadian context, the goal is to shed light on anti-Black racism, to demonstrate diversity within the Black community, and to inform policy at York and nationally.

Programs of Research

1. Program of research on the study of slavery and contemporary forms of exploitation/enslavement;
2. Research on experience of Blacks that also relates to understanding anti-Black racism, which can also inform policy.

Activities

In regard to the current climate of systemic anti-Black racism, the Institute has initiated a conversation about anti-Black racism in the academy that aims to bring to light the broad issues that Blacks encounter in society as illustrated in the educational

system. The Tubman Institute wants to create a space at York University in which systemic anti-Black racism is discussed. HTI's vision is driven by the hope that engaging this conversation within our institution will bring people together to be a part of a solution.

International colloquium on Blackness in Canada and at the global level: Tubman plans on organizing a colloquium that will bring scholars together who carry out research on Blackness in Canada and abroad. Tubman graduate students will participate in organizing this event.

Annual Community event: The theme of Tubman's annual event with the Black community in Toronto will be anti-Black racism. This will also be the main theme of our activities during Black History Month.

Annual international conference: The 2020 annual conference that was cancelled due to the pandemic is again on Tubman's agenda. Its focus was already on Transatlantic Memories, Blackness, and Diasporic Identity Formation in the 21st Century and Beyond. This was part of the vision to facilitate a wider conversation on the diversity of the experience of Africans and people of African descent. A new international event to take its place is planned.

Summer graduate institute around the clusters: Workshop on Disability: In 2021 Professor Gorman, in collaboration with Professor Berthelot-Raffard, will be applying for a connection grant to organize a summer workshop on Black disability. As well, under the leadership of Professors Denielle Elliott and Rachel da Silveria Gorman, the cluster on Health, Disability and Science plans to organize two Tubman talks on Black disability.

The High School Summer Program: Starting in the academic year 2020-2021, the HTI will be collaborating with the Dean's Office, Faculty of Liberal Arts & Professional Studies, to expand the Explore YU summer program for Grade 10 and 11 students to include 50 Black students.

Partnership HTI and Network for the Advancement of Black communities (NABC) around organizing knowledge mobilization: The Institute will be holding a series of talks in the community in partnership with the NABC: "Bringing Tubman in the community."

In addition, in the 2021-22 academic year, the HTI in partnership with the NABC will organize: 1) a panel on COVID-19 and its impact on African immigrants, and 2) a panel on Francophone African communities in Toronto.

Panel on Ethics, Knowledge production and its implication for decolonizing: The panel will bring scholars from different disciplines to debate ethics, decolonizing and knowledge production.

Anticipated sources of external funding to finance activities

The anticipated sources of external funding that the HTI will pursue to finance its activities are Tri-Council, Federal and Provincial Government, and UNESCO. We are also reaching out to donors within the community and others, such as the Mellon Foundation.

Plan for enhancing the training environment for students and post-doctoral fellows

- The Graduate Seminar Series will be held alternatively around the six clusters: 1) Labour, Movement and Mobility; 2) Expressive Culture and Belief Systems; 3) Politics, Economics and Social Justice; 4) Theories and Methodologies, including Oral Sources, Digital Humanities; 5) Genders and Sexualities; 6) Science, Health, and Disability.
- The seminar is an opportunity for graduate students and post-doctoral fellows to present their work to peer colleagues and faculty members at the HTI and receive feedback. Tubman anticipates organizing all 6 clusters during each academic year, holding 3 in the Fall semester and 3 in the Winter semester.
- Annually the HTI will hold a workshop around the 6 clusters.
- The weekly Tubman talk offers training to graduate students and post-doctoral fellows as they develop professional competence with respect to writing and presenting conference papers.
- The high school summer program provides another opportunity to both PhD and MA graduate students to mentor high school students. Graduate students and post-doctoral fellows are currently being mentored in association with specific ongoing projects such as CSiW, Boko Haram, the Freedom Narrative project. Undergraduates also receive mentoring through the DARE project.

Plan for engaging in knowledge transfer or knowledge mobilization to the HTI's research area

The Tubman website serves as a medium for knowledge communication and mobilization. A monthly journal is being created which will also serve as a communication channel. The website is also connected with research projects such as the CSiW. The Institute has a Tubman listserv and a Facebook page as well as a Twitter account. Every event the Institute holds is communicated through these media. The Institute also circulates news of its events through other York ORUs such as CFR, including co-organized events.

Projected Deliverables and Evaluation Metrics for the Proposed Charter Period

Activity/Expectations	Projected Deliverables	Evaluation Metrics
Freedom Narratives project	<ul style="list-style-type: none"> • Collection of individual biographies • Training 	<ul style="list-style-type: none"> • Numbers of documents
Digitization Project	<ul style="list-style-type: none"> • Data collecting • Collection, evaluation, and digitization of archival documents • Graduate training 	<ul style="list-style-type: none"> • Number of documents accessed and digitized • Number of PhD, MA and undergraduate students trained
Boko Haram Project	<ul style="list-style-type: none"> • Graduate training 	
CSiW	<ul style="list-style-type: none"> • International conference in Africa • Data collection in 7 countries • Workshop • Graduate training 	<ul style="list-style-type: none"> • Publications: books, articles • Exhibit • Impact on policy • Support for partners • Feedback
Exploring Integration and Identity among Second-Generation Ethiopian Youth in Canada	<ul style="list-style-type: none"> • Data collection • Graduate training 	<ul style="list-style-type: none"> • Publication • Impact on policy
A Gendered Analysis of COVID-19: Voices of African Immigrants	<ul style="list-style-type: none"> • Data collection • Panel presentation in the community 	<ul style="list-style-type: none"> • Impact on policy • Publication • Exhibits
Promoting the Mental Health of Students in Black Communities in Canada	<ul style="list-style-type: none"> • Data collection • Workshop 	<ul style="list-style-type: none"> • Publication • Impact on policy • Feedback
Violence against Women in War and Peace time in the DRC	<ul style="list-style-type: none"> • Data collection • Graduate training • Workshop 	<ul style="list-style-type: none"> • Publication • Feedback
<i>Conference and Workshop</i>		
Colloquium on Blackness in Canada and at the global level	Public performance event	Attendance numbers
Annual International conference	Public performance event	Attendance numbers

Panel on Ethics, Knowledge Production, and its Implication for Decolonizing	Public performance event	Attendance numbers
Workshop on Black Disability	Public performance event	<ul style="list-style-type: none"> • Attendance • Feedback information
Panel on the COVID-19 in collaboration of NABC	Public performance event	Attendance numbers
<i>Tubman Activity</i>		
Weekly Tubman Talks	Public performance event	Attendance numbers
High School Summer Program	Mentoring	Attendance of high school students from community

7. Resource Commitments

VPRI

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

Over the five year period, VPRI will continue to fund a) the Director's course release, stipend, and benefits as mandated by the YUFA or OHFA Collective agreement, b) up to \$40,000 (including benefits and subject to annual budgetary constraints) per year in support of a Coordinator, based on average coordinator salary and benefits, whose primary role is to provide research support services; and c) \$2000 discretionary operating funds.

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

In accordance with the SHARP budget model, Tubman will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through Tubman.¹ However, as Tubman continues to mature, overhead funds from new

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

projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding Tubman receives.

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

Provisions above are subject to Tubman meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

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

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

Lead Faculty

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

Participating Faculties

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

8. PIER

Tubman 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.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Leslie Sanders , Professor, Humanities, LAPS
Amar Wahab , Associate Professor, School of Gender, Sexuality and Women's Studies, LAPS
Rachel Gorman , Associate Professor, Black Disability Studies, Health / Agnes Berthelot-Raffard , Assistant Professor, Black Disability Studies, Health
Uwafiokan Idemudia , Associate Professor, African Studies, LAPS
Omasalewa O. Olawoye-Mann , Assistant Professor, Social Science, LAPS
Mary Goitom , Assistant Professor, Social Work, LAPS
Violet Ferreira Sutherland , PhD Candidate, GFWS, LAPS
Henry Gomes , Community Member/MA, Education
Mobuluwajidide Joseph , Undergraduate Student, Glendon
Denielle Elliott , Associate Professor, Social Science/Anthropology, LAPS
Gertrude Mianda , Director & Professor, Gender and Women's Studies, Glendon
Patricia E. Perkins , Professor, Environmental & Urban Change
Chantal Hélène Symes , Coordinator, Tubman

Appendix B – Proposed Members of the Advisory Committee

Carl James , Professor, York University
Gertrude Mianda , Professor, York University (ex-officio)
Amah Harris , TDSB/Caribana
Gwyn Chapman , Inspiring You TV Productions
Francis Jeffers , Canadian Multicultural Inventors Museum
Celina R. Caesar-Chavannes , Celina Caesar-Chavannes & Co. Transformative Leadership Consultancy
Henry Gomez , Student Representative, York University

APPRC UAP Progress Report to Senate 2020-2021

The Senate Academic Policy, Planning and Research Committee (APPRC) takes primary responsibility on behalf of Senate for the production, approval and monitoring of progress of the University Academic Plan (UAP). Included among the Committee's priorities for 2020-2021 is setting the stage to advance and track progress on UAP 2020-2025 priorities.

In view of the 2020-2021 disruption and the challenges to sustaining the delivery of academic activities, APPRC sought to consult the wider community on the impact of this disruption on the University's academic activities and its progress toward the University Academic Plan in its inaugural year. The Committee took an inclusive approach to fulfill its role of monitoring progress of the UAP. It sought input and feedback from the community through two planning forums and from Faculty academic planners through a series of meetings with the Deans and Principal. Through regular reporting to the Committee by the Provost and the Vice-President Research & Innovation, APPRC also gathered information on pan-university UAP-related initiatives and the progress being achieved on them.

The impact of the pandemic on the community has been intense in its immediate and anticipated longer-term impact. The immediate effect has been one of profound difficulty, taking its toll on our collective mental health as the stress of the public health crisis was compounded by the anxiety of the immediate conversion to online delivery of everything and the forced social isolation affecting people's relationships with each other. Especially hard hit were students whose access to the internet and reliance on in-person supports made it difficult to continue their activities. Research relying on labs and field work, instruction relying on in person class engagement, administration supports designed around in person contact, and the wider community awareness of the fast-moving university adaptations in providing supports and accommodations all suffered.

The dedication, adaptability and resilience demonstrated by the entirety of the York community was another theme that surfaced. Unprecedented efforts were made by faculty members and staff to identify and implement alternative approaches - in challenging remote operations - to deliver learning outcomes meant that academic activities were sustained in some form. Students displayed impressive resilience too grappling with the sudden shift to online delivery and the interruption of their studies and research, and the myriad challenges that caused for so many of our undergraduate and graduate students. That the community was able to continue in some fashion the range of teaching and research activities is owed in no small measure to such foundations as IT supports and library digitization and prioritizing of e-content acquisition that made the shift to online possible. Academic instruction adapted to online. Notably, the time required to devote to adapting teaching to online meant that a lot of research activity has been postponed.

On a very positive note, however, the University did not stand still. In the inaugural year of the 2020-2025 University Academic Plan, Faculty strategies were designed, many initiatives launched in support of the UAP priorities and United Nations Sustainable Development Goals, and considerable progress made on plans in spite of – and in some cases because of – the pandemic. In an examination of Faculties' progress on the Integrated Resource Plans (IRPs) in concert with individual discussions with Deans / Principal, APPRC ascertained notable achievements toward the UAP's goal to have York be a hub of positive change for our students, for higher education, for society at large, and for the planet. Several Faculties developed new academic plans in alignment the UAP, re-visioned / created new curriculum, enhanced research planning and supports, developed targeted student success and retention strategies, and are actively integrating EDI measures into Faculty processes. Strides forward were also made this year on several pan-university initiatives identified in the UAP, including the new Markham Centre Campus, the Vaughn healthcare precinct and expanded research space and supports.

Though not at the pandemic finishing line yet, the chaos and stress of the circumstances it created at the University have surfaced opportunities to advance thinking and opportunities for innovation in key activities. Emerging are kernels of creative ideas about online practices and a much wider familiarity with the potential of the technology that will forever shape teaching, scholarly activities, and some administrative practices going forward. Having forced our hands to adapt, the shift to online delivery of programming and engagement in scholarship virtually and offsite in new locals, a positive legacy awaits to be defined. Where some of the effects of the pandemic will disappear as the pandemic itself subsides, there are profound changes that will have longer-lived consequences. These consequences have significant implications for Senate policies and academic planning. It is imperative that there be meaningful bridges between the institution and members of the community. To that end, APPRC transmits this report to Senate on academic planning, specifically to:

- share with Senate and the wider community feedback from its exercises this year and resources for information
- offer recommendations intended to support the UAP priorities
- update Senate on what has already been taken up across the University on planning initiatives surfaced in the APPRC consultations

I. Discussions with Faculty Planners

A prominent feature of APPRC's annual planning cycle is one-on-one meetings with the Deans / Principal to discuss their respective success in advancing UAP goals and progress on their respective Integrated Resource Plans. The visits this spring occurred over two meetings on 8 and 22 April 2021. This year's discussions coincided with a variety of internal and external contexts affecting academic planning, including this being the first year of the new UAP and, most obviously, the pandemic and its impact on University activities. Just as the pandemic environment was determined by APPRC to be the critical context for the academic planning forums this year, it was also the backdrop for the

decanal planning discussions. To understand the Faculty planners' perspective, they were asked to speak to and engage with committee members in a discussion of the following question:

Given the challenges and opportunities of the current environment, how is your unit (Faculty / School / Libraries) adapting its plans to support the UAP priorities?

What was Heard

The conversations with the Faculty senior leadership were stimulating. In addition to probing with the Faculty leadership on the challenges and opportunities associated with the disruption this past year, the dialogue brought out the many impressive achievements of their faculty colleagues in moving forward initiatives to support the UAP priorities. Matters heard and discussed ranged from overarching Faculty visions and paths being charted in new academic plans, to successes in sustaining quality teaching and research amid the pivot to remote operations, to the challenges being encountered with online program delivery and conducting scholarship over the past year, to the significant multi-layered impact of the pandemic on the University and its community. Particularly noteworthy to APPRC is that many Faculties have either just completed or are in the midst of the development of a new five-year Faculty Academic / Strategic Plan to align local planning foci with the University Academic Plan for seamlessly moving the institution toward its academic goals.

It will not come as a surprise that the primary focus of this past year was coping with the disruption and the toll it is taking on our collective energy and mental health. From the Deans / Principal it was heard that managing the disruption has meant increases in advising, student and faculty supports, accommodations, petitions, and other disruption-specific coping activities. These are important developments to note and reconcile in the exercise of monitoring progress on plans. In addition to acknowledging areas where progress has been achieved this past year, it is equally important to identify the challenges and the opportunities to move plans forward in the current circumstances. As aligned with the UAP priorities – and including the unique category of COVID-19 pandemic successes – the progress achieved this year, together with the challenges and opportunities ahead identified by the Faculties are set out below.

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

UAP Progress

- Revisioning and creating new undergraduate and graduate curriculum to address emerging issues, career needs and innovative pedagogical approaches. (e.g., Speech & Language Sciences; BScN Nursing; Artificial Intelligence; Master's in biotechnology; experiential education options; Work-integrated-learning, micro-credential programming and industry collaboration; innovative pedagogy to advance student success, globally networked learning; skills-specific graduate programming)

<p><i>UAP Challenges</i></p> <ul style="list-style-type: none"> • an outmoded General Education framework for Faculties' academic visions • interrupted experiential education delivery (loss of placements); • challenges in adapting traditional assessment methods to online delivery and an associated significant increase of academic honesty breaches and outdated legislative process • decolonizing the curriculum and advancing EDI • Faculty-focused funding incentives constrain cross-Faculty program collaboration
<p><i>UAP Opportunities</i></p> <ul style="list-style-type: none"> • new vision of education for the 21st • adopt new pedagogies, balance between remote/online and in-person, maximize opportunity to bring guest speakers / instructors and / or share courses between institutions • new ways to navigate academic program development: re-imagine the concept of General Education purpose and structure; bilingual education • learning modules for academic integrity, and enhanced academic honesty process
<p>UAP PRIORITY: From Access to Success: Next Generation Student Supports</p>
<p><i>UAP Progress</i></p> <ul style="list-style-type: none"> • Strategies to enhance student success and retention. (e.g., creation of Graduate-level academic integrity learning materials for all graduate programs; expansion of renewable entrance scholarships; creation of new Internship Program Early Entry Pathway; new model of student-success centric advising; embedding the use of pedagogy to aid student transition into programming) • Integrating equity, diversity and inclusion into pan-university processes (e.g., access initiatives; expansion of financial aid for equity-seeking students; development of a multi-year strategy to evaluate students services and spaces from EDI perspective; Prioritized acquisition of Black and Indigenous library materials; establishment of EDI Working Group to create greater Black and Indigenous representation among students, staff and faculty and integrate Black and Indigenous perspectives into curriculum and learning.)
<p><i>UAP Challenges</i></p> <ul style="list-style-type: none"> • post-pandemic uncertainty and balance between remote/on-line and in-person pedagogy/student engagement • differential access (limited internet and hardware; engagement in class when outside of Canada, time zones) • retention international students
<p><i>UAP Opportunities</i></p> <ul style="list-style-type: none"> • potential for enhanced pedagogical innovation/flexibility and access in multiple ways • Hyflex teaching potentially increases accessibility for students working or caregiving

UAP PRIORITY: Knowledge for the Future: From Creation to Application
<p><i>UAP Progress</i></p> <ul style="list-style-type: none"> • Strengthening the research culture and reputation (e.g., increasing research funding applications; mentoring, targeted resources and support, opportunities for undergrad students to engage in research projects; creation of new research clusters; establishment of New Centres of Excellence in Health and Supply Chain Management; planning for science research at new Markham campus)
<p><i>UAP Challenges</i></p> <ul style="list-style-type: none"> • research delays and interruption of momentum likely to produce longer-lived impact of lower research output • identifying and accommodating the differential impact of disruption on research progress for grants, T&P (especially for junior colleagues) • graduate student progress impeded • progress toward research based SMA metrics affected
<p><i>UAP Opportunities</i></p> <ul style="list-style-type: none"> • new ways of collaborating and networking with peers and partners locally, nationally, and globally through virtual platforms • increase reputation through accelerating growth in our scholarly and artistic outputs and research funding base, and maximizing impact
UAP PRIORITY: Living Well Together
<p><i>UAP Progress</i></p> <ul style="list-style-type: none"> • Integrating equity, diversity and inclusion into pan-university processes. (e.g., various adjudication exercises, access initiatives, development of a Faculty-specific Indigenous strategy, hiring committees to increase Black, Indigenous and other racialized group representation; implementing training and initiatives for staff and faculty addressing issues of anti-Black racism, mental health and respectful workplaces; development of a multi-year strategy to evaluate all of our services and spaces from EDI perspective; establishment of EDI Working Group to create greater Black and Indigenous representation among students, staff and faculty)
UAP MULTIPLE PRIORITIES
<p><i>UAP Challenges</i></p> <ul style="list-style-type: none"> • need for IT and educational developer supports • internet and information / materials / textbook access and retrieval • limited classroom technology • software restrictions that constrain pedagogy • access to labs for both research and teaching
<p><i>UAP Opportunities</i></p> <ul style="list-style-type: none"> • open content initiatives • high-flex classrooms / space • new ways of delivering and supporting remote versus in-person teaching • new ways to collaborate and new ways to structure academic administrative processes

COVID-Specific Successes

The pandemic created opportunities for York researchers to seek COVID-specific research funding, share the breadth of interdisciplinary scholarly expertise on the topic nationally and internationally, and respond to the challenges the circumstances produced to sustain delivery of academic activities. Examples of achievements on this front include:

- Multiple investigators were successful in winning grants to better understand the health and social consequences of COVID
- Faculty member named as a special UN Advisor to develop a post-COVID research plan.
- Several applications submitted for large COVID-specific funding competitions
- \$4M in grants for disease modelling in Science
- Leveraging technology: Supported over large numbers of staff and faculty with the successful transition to working remotely and ongoing; website for instructors, students and staff as a central hub for training and critical information about teaching, studying, and working remotely
- Pivoted nimbly and impactfully to meet community needs in the wake of the pandemic to support eLearning, online teaching, and Covid-19 research
- Faculty researchers developed an award-winning analytics dashboard that helped provide daily insights into the spread of the COVID-19 global pandemic

II. The Pan-university Planning Forums

The APPRC sponsored two short community-wide open-forums to discuss how the University can best support the University Academic Plan (UAP) teaching and research priorities in our current environment. Held virtually on 11 March 2021 and on 13 May 2021 the first, teaching-focused forum addressed the impact of the pandemic on Experiential Education. The second, research-focused forum focused on scholarly research and creative activity.

The events were well attended and created a positive collegial space for the expression of a variety of perspectives. The Committee is grateful to those who attended and contributed to the forum, which reflected APPRC's ongoing commitment to promoting awareness of, and collegial engagement with, the University Academic Plan priorities.

What was Asked

Participants at the Teaching (Experiential Education) and the Research (Scholarly Activities) forums were asked to focus on four questions:

- What are the challenges to engaging ... in our current environment?
- What are some creative ways to engage ... in our current environment?
- What supports are needed at the local level to increase ... opportunities in this environment?
- What are the qualitative milestones of progress in ... in this environment?

APPRC devoted considerable time to reflections on the break-out discussions and answers to the framing questions gathered through the polling function at the two fora.

The Experiential Education Forum: What was Heard

Discussion at the forum illustrated well the community's grasp of the kinds of issues that are germane to expanding experiential learning and engaging students in EE activities. Consequently, several recommendations or complementary conditions for success were articulated, including:

- Consolidate, grow and resource the University's EE infrastructure to have the capacity to achieve the UAP goal of providing every student with an experiential learning opportunity regardless of program
- Address students' gap in knowledge of what EE is and encompasses, and its distinction from digital (online) learning
- Maximize technology available to support EE both during remote operations and post-pandemic to integrate novel approaches to experiential learning into pedagogy

Publicizing Existing Experiential Education Information

The discussions and sharing of examples by participants at the forum illustrated the considerable breadth and depth of EE activity occurring across the University in support of academic plans. Yet, awareness of these developments is lagging our progress among our large collective of faculty members and students. The valuable information that exists includes matters of resources for faculty members / course directors, the types of pedagogy and course activities that instructors might be employing currently that are considered a form of EE, how students can learn about and access opportunities and subsequently communicate the benefits of their EE experiences to external audiences.

Discussions at the forum shed light on existing resources, projects and opportunities to support experiential learning. Publicizing that information will help address the gap in knowledge. A collection of the information to be further distributed in conjunction with Faculties and administrative offices is attached as Appendix A.

APPRC Recommendations to Grow Experiential Education

Through the UAP priority on *21st Century Learning: Diversifying Whom, What, and How We Teach*, the University has articulated its commitment to develop new pedagogical approaches, integrate 21st century skills into our degree programs and achieve the goal of providing every student with an experiential learning opportunity, regardless of program. Expanding experiential education is a specific initiative in support of the UAP teaching goals.

The small group discussions and the polling of opinions at the forum surfaced several reflections and ideas to grow EE capability at the University. Broadly speaking, suggestions were made to create pan-university processes for developing and publicizing EE, develop methods for students to record and share their experiences, enhance

support to implement EE options and maintain continuity in relations with EE partners, expand access to and user-support for EE-related technology, and build stronger EE infrastructure through academic and / or administrative dedicated-EE positions

Detailed Recommendations appear at the end of the summaries

The Research Forum: What was Heard

While there were unexpected successes, discussion at the forum underscored the disproportionately negative impact of the disruption on research - how faculty research projects had been suspended because of either the time pressure to meet teaching needs and childcare, or lack of access to research labs and other resources, or both. Moreover, within the variety of research and creative endeavours ongoing at the start of the pandemic, a few projects thrived (such as covid-adaptable research benefiting from more funding), many stalled (especially those requiring in-person access to labs, field work, or archives), and some had to be abandoned. Graduate student research was particularly hard hit and the root cause of considerable anxiety.

These messages were echoed in the conversations with the Deans / Principal, in which they noted considerable academic successes and accomplishments occurred despite the disruption (in some cases unexpectedly because of it), and conversely that for many others work had effectively ground to a halt.

For those whose research was disrupted, the direct impact of less time for research and creative scholarship will be compounded by the indirect and longer-term impact of interrupted momentum through loss of networking opportunities, both internally with York colleagues and externally within their field.

APPRC Recommendations to Reinvigorate Research

The small group discussions and the polling of opinions at the forum surfaced several reflections and ideas to rebuild the research capability at the University. Given the impact, APPRC recommends that a key feature of the pandemic recovery focus on revitalizing research. A few important recommendations for reinvigorating scholarship, rebuilding morale, and acknowledging the differential impact were articulated, including:

- provide accommodations to candidates in adjudicative processes to mitigate the impact the disruption has had on research progress
- adjust deadlines and timelines of internal research performance processes, and support adjustment of same with external bodies
- dedicate efforts to support faculty and student reengagement in research and scholarship, both from resource and interrelationship perspectives

Detailed Recommendations appear at the end of the summaries

III. Provost and VPRI Consultation on UAP-related Initiatives

The Provost and Vice-President Academic and the Vice-President Research and Innovation are members of APPRC. Through regular reports from both Vice-Presidents, the Committee receives information and engages in discussion of research, planning, major academic policies and initiatives as mandated. Several pan-university centrally-facilitated initiatives that tie to the UAP priorities were either launched or furthered this past year. Representing another channel through which APPRC monitors UAP progress, a summary of these initiatives set against the UAP priorities is provided below.

UAP PRIORITY: 21st Century Learning: Diversifying Whom, What, and How We Teach
<ul style="list-style-type: none">• advancing new programming for the Markham Centre Campus aligned to meet emerging issues and labour market needs, and integrate essential 21st century skills, including digital fluencies• preliminary Micro-credentials planning launched
UAP PRIORITY: Knowledge for the Future: From Creation to Application
<ul style="list-style-type: none">• Identifying potential research collaborations with Mackenzie Health• Vision and research plan established for Markham Centre Campus, with three initial research & innovation themes defined (AI and Society, Digital Cultures, FinTech)• Expansion of interdisciplinary research space – including new YSpace branches in York Region and Innovation York space• Implementation of e-CV platform
UAP PRIORITY: Living Well Together
<ul style="list-style-type: none">• creation of the <i>Faculty Complement Renewal</i> Strategy which includes plan for targeted hires to address the underrepresentation of Black faculty members and investments to support diversifying the faculty population; authorization for appointment of 15 Black scholars for the 2020-2021 academic year• information sessions delivered for the faculty search functions on process design for EDI, working with a search firm, support and training, Affirmative Action and inclusive processes training• University became an institutional member of the <i>National Center for Faculty Development & Diversity</i>• the establishment of a new Postdoctoral Fellowship Program for Black and Indigenous Scholars, to support up to 12 positions over the next four years• creation of the Anti-Black Racism Framework to inform academic planning
UAP PRIORITY: Working in Partnership
<ul style="list-style-type: none">• Advancing partnerships with technology and service sectors in Markham with the University on the experiential education, continuing studies, research collaborations, employment paths for graduates• MOU with the Mackenzie Health Centre in Vaughn to pursue opportunities between the University and the hospital for experiential education, research collaboration, research-informed practices at the hospital

IV. OBSERVATIONS AND RECOMMENDATIONS

The mandate of the Senate Academic Policy, Planning and Research Committee places with it the responsibility for consultations and recommendations to Senate on academic plans and major academic policies, and to advise the President on the allocation of academic resources. As noted above, a specific role of APPRC is to monitor and report on the implementation of UAP objectives. Having taken a broad and consultative approach to gathering information on the progress towards the 2020-2025 UAP this year, the Committee, through this report, is fulfilling its responsibility of articulating recommendations in support of academic planning for discussion by Senate. The series of recommendations being presented is set out in the following table aligned with the UAP priority that they support.

The recommendations reflect the input and advice of the University community as heard by APPRC and are offered in the vein of constructive advice toward the achievement of the UAP goals. The Committee has endeavored to identify where the responsibility for taking up the recommendation lies, and where oversight for the matter rests; in some instances, it is a Senate committee that would take lead on the initiative and on others it is an administrative position. In all cases, consultation with relevant units, programs, Councils etc. would be expected. APPRC is pleased to learn that work on several of the recommendations has already commenced. Where known, updated information on the take-up of the initiatives has been included in the table.

UAP PRIORITY: 21st Century Learning: Diversifying Whom, What, and How We Teach UAP PRIORITY: From Access to Success: Next Generation Student Supports		
Recommendations	Responsibility / Oversight ¹	Take-up
<i>Curriculum / Policy related:</i>		
1. Finalize revisions to the Senate Policy on Academic Honesty	Senate Academic Standards, Curriculum & Pedagogy (ASCP) and Appeals Committees Senate	New Senate Policy and Procedures on Academic Conduct drafted and circulated to Faculties for feedback; Senate Working Group assessing Revised policy to Senate in Fall 2021
2. A pan-Faculty review of the existing General Education framework with a view to evolving it to support current University degree level expectations	Senate ASCP (led by its General Education Working Group) Senate	

¹ Consultation with relevant Faculties, units, programs, administrative posts, staff etc. to be observed.

3. Decolonize curriculum	Senate Executive Sub-Committee on Equity, in concert with other Senate committees	
4. Define post-pandemic academic program delivery model(s) through pan-university consultation. Resource the model(s) to fulfill the objectives	Senate APPRC Senate ASCP Senate Provost	
<i>Experiential Education-specific initiatives:</i>		
5. Establish a University-wide definition of Experiential Education: a. Include categories to define its scope, and articulate them in the context of learning outcomes and assessment b. Include criteria for categories c. Distinguish between like-activities (e.g., internship, placement, work-integrated learning, paid vs unpaid options) Consider whether Senate policy / guidelines / procedures is the appropriate vehicle to articulate the definition, categories, and criteria for EE.	Senate Senate Academic Standards, Curriculum & Pedagogy Committee (ASCP)	
6. Produce and publish a compendium of traditional and creative ways for course directors / programs to engage in EE, including an array of remote EE opportunities that can be offered for in-person and online delivery	Associate Vice-President Teaching & Learning	
7. Establish: i. a pan-University process for each Faculty to develop and publicize internal EE opportunities to hire students in its Faculty or from across the University. ii. a pan-University forum to identify Faculty needs and map those to opportunities for student placements from other Faculties to develop skills learning capacities.	Associate Vice-President Teaching & Learning Associate Vice-President Teaching & Learning	
8. i. Review options for granting academic credit for EE-eligible activities ii. Review options for conferral of a credential	Senate ASCP Senate	

9. i. Consider introducing an EE requirement for all new degree programs; and	Senate ASCP	
ii. Consider integrating the requirement into the York University Quality Assurance Procedures (YUQAP)	Vice-Provost Academic	
UAP PRIORITY: Knowledge for the Future: From Creation to Application		
1. Discuss opportunity for candidates in internal adjudication processes to include “covid disruption” statements addressing the impact on their progress to be included in the evaluation documentation: specifically,		
i. Tenure and promotion files	Senate Tenure & Promotions Committee	
ii. Grant applications / reviews	Vice-President Research & Innovation	
2. Adjust:		
i. Internal research timelines, metrics and expectations to accommodate the slower and lower expected research expansion	Vice-President Research & Innovation	
ii. Internal timelines for research completion (graduate students) and ensure information is widely communicated and understood	FGS APPC Committee and Faculty Council	
iii. Promote same adjustments above with external funders	Vice-President Research & Innovation	
3. Actively promote opportunities:		
i. to network, re-engage, and rebuild research momentum	Vice-President Research & Innovation	
ii. to celebrate a breadth of research success (not exclusively large grant holders)	Vice-President Research & Innovation Deans /ADRs Department Chairs/ School Directors	
4. Continue to expand research infrastructure supports (IT, mentoring, administrative services)	Vice-President Research & Innovation	

Resources Available to Support Experiential Education

University-Wide Resources:

The **YU Experience Hub** site for assistance / advice on EE in remote curriculum delivery:
<https://www.yorku.ca/yuexperience/going-remote/>

The **YU Experience Hub** website for testimonials EE experiences:
<https://www.yorku.ca/yuexperience/in-the-community/>

Envision YU, an AIF project, is a Moodle-based repository of course-specific activities designed to enable students to envision how their coursework develops their skills and experiences, bridges to the world outside the university and provides opportunities to connect directly with that world. The project will provide support resources for faculty and staff to utilize the Envision YU modules effectively.

<https://www.yorku.ca/aifprojects/envision-yu/>

The **Teaching Commons** is a resource on integrating EE in pedagogy:
<https://www.yorku.ca/teachingcommons/experiential-education/>

Faculty **EE Coordinators** are excellent resources:
<https://www.yorku.ca/yuexperience/ee-coordinators/>

The **Common Language Document** created by the Faculty of Health –
<https://www.yorku.ca/health/wp-content/uploads/sites/30/2020/08/Common-Language-for-EE-pdf.pdf>

Faculty-based Resources

LAPS Experiential Education Development Fund:

<https://laps.yorku.ca/experiential-education-development-fund-stream-1/>
and <https://laps.yorku.ca/experiential-education-development-fund-stream-2/>.

Following a successful EE pilot, proponents who need sustainable funding can reach out to their Dean's office, or the AVP Teaching and Learning, to learn what resource options exist.

DEPARTMENT OF LANGUAGES, LITERATURES AND LINGUISTICS

Undergraduate Certificate Proposal Certificate of

Proficiency in Modern Korean Language

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

The Korean Section in the Department of Languages, Literatures and Linguistics (DLLL) is proposing a new Certificate of Proficiency in the Korean language. This certificate will be an acknowledgement of the ability of an individual who demonstrates an advanced level of proficiency in Korean and meets the Senate Guidelines for a Certificate of Proficiency.

The Certificate will be administratively housed in DLLL, which currently offers Certificates of Language Proficiency in Chinese, German, Hebrew, Italian, Japanese, Modern Greek, Portuguese and Spanish. A certificate in Korean will complement these offerings.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

The name Certificate of Proficiency in Modern Korean Language is consistent with the definition of this type of certificate in the Senate Guidelines that define a Certificate of Proficiency as follows: An acknowledgement of proficiency (normally in a language) in a given area.

The name 'Certificate of Proficiency' is common and widely used by language institutes and universities that offer such certificates to students who attain an advanced level of proficiency in a language and are able to use an acquired language fluently as well as effectively in various situations, including both academic and professional settings.

The Certificate of Proficiency in Korean will adapt standards of international benchmarks for proficiency evaluation criteria, established by different institutions such as the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference for Languages (CEFR) and the Canadian Language Benchmarks (CLB).

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

The Certificate of Proficiency in Korean Language offers an institutional recognition of the competence that students acquire in the Korean courses that they take as electives. We expect that such acknowledgement will motivate students to pursue high quality academic education, and to reach the advanced proficiency in Korean by completing the Korean courses of higher levels. The Certificate will also encourage and facilitate cross-cultural and international encounters, as well as greater engagement in the Korean Section in DLLL. As the enrolments in KOR 1000 and 2000 have steadily been growing in the past decade, we hope to offer a Certificate of Language Proficiency in Korean in order to help increase and maintain the enrolments in the intermediate and advanced levels of the Korean courses, including AP/KOR 2000, AP/KOR 3000, AP/KOR 4000 and AP/KOR 4050.

2.2 Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.

The establishment of the Certificate of Proficiency in Korean Language is consistent with several principles in the Faculty's Strategic Planning, such as principle 23: "Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community." The establishment of the Certificate is also consistent with principle 19: "Cross-cultural and international encounters are integral parts of high-quality university education."

The Certificate would enable students to achieve one of the University's goals for 2020: Students will be more engaged with the teaching and learning process and with each other, and our connection with the broader community will have broadened and deepened.

The establishment of the Certificate of Proficiency in Korean contributes to the achievement of the university's academic objective—the pursuit of academic quality. It will also support students in their future career preparedness and pathways, because students who can demonstrate language proficiency in Korean, certified by the University, will be better qualified for jobs that may require knowledge in Korean in the local community and beyond.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

DLLL at present offers similar approved Certificates of Proficiency in German, Chinese, Hebrew, Japanese, Italian, Modern Greek, Portuguese, and Spanish, intended only for York students who have taken at least two of our language courses. We do not allow applicants who are pursuing a degree in German, Italian, Portuguese, or Spanish within DLLL to apply for a certificate in the respective language, as obtaining the degree will already imply the knowledge of the respective language, along with a familiarity with the literature and culture of the target language. The Chinese and Modern Greek sections do not offer degree programs; therefore, the Certificates in Chinese and Modern Greek Languages are open to any York student. As the Japanese section offers the minor degree program, they still provide students with the option to obtain the Certificate of Proficiency in Japanese.

While the Department of French Studies has a similar certificate, details of the Certificate of Proficiency in French are different from those in the current proposal, primarily due to the fact that any individuals within or outside York University can obtain the Certificate of Proficiency in French, whereas the proposed certificate is open to applicants from York University, only after they have completed the courses required.

3.2 Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

We confirmed that there is a strong interest in and demand for the Certificate among the students who are currently enrolled in the Korean language courses. On a Moodle survey conducted among students in our Korean language courses in November 2018, an overwhelming number of students responded that they are exceedingly interested in pursuing the Certificate, as shown in *Table 1* below.

Table 1. Survey results for interest in the Certificate of Proficiency in Korean

Level	Total Enrollment	Total member of survey participants	Number of students who are interested in pursuing the Certificate
KOR1000 (6 sections)	183	167	167
KOR2000 (1 section)	29	27	26
KOR3000 (1 section)	28	28	19
KOR4050 (1 section)	19	9	7
Total	259	231	190

The Certificate should be of particular interest to those students who major or minor in East Asian Studies (regardless of their area of specialization), as well as the individuals who take two or three language courses as electives. These students will appreciate the official acknowledgement of attainment of their level of proficiency in Korean on their transcript by acquiring the Certificate of Proficiency in Korean.

In addition to the students in East Asian Studies, the Certificate of Language Proficiency in Korean would be of interest to students in other areas of specialization, including Political Science, History, Sociology, Geography, and Communication Studies. Moreover, students in Schulich School of Business and Administrative Studies (particularly the iBBA programs) would benefit from obtaining the Certificate, particularly for those who seek employment domestically or internationally where Korean language proficiency is useful. When students are asked to offer Korean language proficiency to prospective employers, students at York University may readily demonstrate their proficiency in Korean by means of official certification.

Korean does not currently offer a degree program. The proposed Certificate of Proficiency in Korean language will be granted to students who major or minor in East Asian Studies as well as to those who completed the Korean language courses as electives. This certificate would be the only indication on the transcript that a certain level of concentration and proficiency in these areas has been achieved.

External need and demand for recipients of the certificate:

Korean language proficiency would be useful for students who wish to work in Korean community organizations in Canada, because knowledge of Korean can be useful and sometimes required in many positions in Korean community schools or other Korean institutions in the GTA and Canada. Furthermore, Korean language is particularly appealing to the growing body of students from a wide range of disciplines who seek employment opportunities in the rising markets of East Asia.

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

We anticipate implementation of the Certificate in the Fall of 2021.

Since the inception of the Korean courses at York, enrolments in Korean have been sharply and steadily increasing. We are confident that the establishment of the certificate will lead to a further increase in enrolment in our courses, as projected in *Table 2* below. We expect increasing numbers of students to apply for the certificate, as more students will be made aware of the certificate.

Table 2. Current and Projected Student Enrolment in the Certificate's Core Courses

	2019-20	2020-21	2021-22	2022-23	2023-24
AP/KOR 1000 6.00	210	210	210	240	240
AP/KOR 2000 6.00	60	60	60	60	90
AP/KOR 3000 6.00	22	25	30	30	60
AP/KOR 4000 6.00	0 (Not offered)	0	25	0	30
AP/KOR 4050 6.00	0 (Not offered)	25	0	30	30

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

The requirements to be awarded the certificate are as follows: students must have successfully completed 18 credits in Korean language courses offered in DLLL with a minimum grade of B+ in the last upper-level courses taken. Requirements as follows:

- AP/KOR 1000 6.00
- AP/KOR 2000 6.00
- AP/KOR 3000 6.00
- AP/ KOR 4000 6.00 and/or AP/KOR 4050 6.00

Students who place directly in the intermediate language course (2000) require 12 credits to obtain the Certificate of Proficiency in Korean Language.

Students who place directly in an advanced language course (3000) require 12 credits to obtain the Certificate of Proficiency in Korean Language.

Students who place directly in the 4000-level courses require 12 credits to obtain the Certificate of Proficiency in Korean Language.

Students are required to take the departmental placement test that consists of forty questions. Those who receive below 27.5 % are placed in KOR 1000, between 27.5% and 60% in KOR 2000, between 60% and 87.5% in KOR 3000 and higher than 87.5% in KOR 4000 or KOR 4050.

A certificate of proficiency in Modern Korean Language accredits students who are able to communicate in Modern Korean with accuracy and fluency in order to participate fully and effectively in conversations on a variety of everyday and extended topics in both formal and informal settings. It certifies the linguistic competence necessary to efficiently handle any day-to-day situations in Korean. Students who are awarded this certificate can also manage most advanced points of grammar and style in writing, reading and speaking the language, and are able to demonstrate knowledge of the cultural background of Korea and intercultural differences in socio-linguistic practices of Korea and Canada.

Learning outcomes

Upon completion of the required courses for the Certificate, students are expected to have achieved the following:

- To demonstrate essential skills in production of written texts in respective level in Korean (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4050 6.00; KOR 4000 6.00)
- To demonstrate communicative competence and performance in all aspects (i.e., speaking, listening, reading, and writing) for familiar settings (KOR 1000 6.0; KOR 2000 6.0)
- To demonstrate communicative competence and performance in all aspects (i.e., speaking, listening, reading, and writing) for both academic and professional settings (KOR 3000 6.0; KOR 4050 6.00; KOR 4000 6.00)
- To demonstrate advanced structural knowledge and appropriate sociolinguistic practices of the Korean language (KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To articulate in-depth understanding and knowledge of the relevant fields and the disciplines involved in Korean studies (KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To articulate knowledge on how to use technology-enhanced learning in Korean (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To exhibit awareness of the need for further learning in actual communication, reading, writing and listening comprehension (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To develop and evaluate language skills further as an autonomous language learner (KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To develop familiarity with and understanding of the intercultural differences in Korean and Canadian cultures and the effects on their socio-linguistic behaviours in Korea (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 .00)
- To exhibit awareness of the need for further elaboration on the values and concepts central to Korean culture and language (KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

The student should demonstrate that they have the ability to meet the following criteria:

- Scoring 75% (B+) or higher in a grammar test covering the most advanced and/or complex grammar taught in KOR 3000 6.00, KOR 4000 6.00 or KOR 4050 6.00
- Writing a 1000-word composition about pragmatic subject matters, such as job applications and self-introduction letters
- Understanding the content of spoken Korean in media such as a news bulletins, or a scene from a TV show/movie, and ability to give an oral and a written account of the content
- Reading a contemporary pragmatic text of at least 800 words, such as editorials in press
- Sustaining a 10-minute conversation on familiar and extended topics of practical needs
- Making a 10-minute oral commentary on a literary text
- Ability to read, summarize, translate and discuss original and edited texts

The program-level learning outcomes and assessments form has been attached in Appendix.

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as

appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Course Descriptions

AP/KOR 1000 6.00 Elementary Modern Korean- offered every year.

This course provides students with the fundamentals of modern standard Korean in basic conversational & grammatical patterns, assuming that the students have no or little previous background knowledge of Korean. The objective of the course is to equip students with basic spoken and written communicative skills in the interpersonal mode in most essential daily life situations. Course credit exclusions: None.

AP/KOR 2000 6.00 Intermediate Modern Korean– offered every year

The objective of the course is to develop Korean language proficiency at the intermediate level which includes 1) articulating different modes of express--e.g. judgment, inference, and evaluation or subjective assessment of ideas--and 2) expressing more complex relations between events such as cause, reason, purpose, condition, concession, intention, and background. Skills for simple narration and written report will be enhanced. Prerequisite: AP/KOR 1000 6.00 or permission by instructor.

AP/KOR 3000 6.00 Advanced Modern Korean– offered every year

This course continues the work of AP/KOR 2000 6.0 to the level at which the students can understand and produce complex text on a wide range of subjects and can make interaction in Korean without strain. The main focus is on discourse structure in all four-skill areas. Texts are read, summarized, translated and discussed. Socio-cultural aspects are particularly emphasized to deepen the understanding of Korean society and culture. Prerequisite: AP/KOR 2000 6.00 or permission by instructor. Course credit exclusions: None.

AP/KOR 4000 6.0 Advanced Readings in Korean – plan to offer every other year

This course focuses on developing students' Korean proficiency to the extent that the students attain professional and academic level of Korean proficiency by fostering fluency, accuracy, and comprehension in reading authentic texts as well as advancing language skills for formal presentation, discussion, and academic writing. Prerequisite: AP/KOR 2000 6.00 or permission by instructor. Course credit exclusions: None.

AP/KOR 4050 6.00 Advanced Korean for Business – offered every other year

This course provides students with linguistic proficiency at a level that allows them to conduct business activities as well as practical information they need in coping with Korean business settings. In particular, we introduce specialized vocabulary and expressions used in a wide range of business settings in Korea while also familiarizing students with current topics of business and financial markets of Korea. In addition, Korean business etiquette, Korean customs, and culture will also be discussed via various resources such as TV or newspaper commercials, serialized television programming, picture books, magazines, songs, movies, etc. in order for students to acquire the practical knowledge of major aspects of Korean business practice. Students are expected to understand the communication patterns and pragmatics in Korean business environments and to develop critical thinking and cultural awareness through different responses in situational dialogues. Some Hanja (Sino-Korean characters) will also be introduced to improve students' understanding of the Korean language used in everyday conversations as well as in professional business settings. Course credit exclusions: None.

All these courses are existing courses. No new courses are required for the purpose of the proposed certificate.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.

The certificate's courses are already offered as electives and are taught in the various formats of language teaching in the classroom and in the lab, including lectures, class presentations, group exercises, screening of audio-visual material. All these modes of delivery have already proven their efficiency in teaching the Korean courses and will continue to be beneficial for students who enroll in the proposed certificate.

5. Admission Requirements

The requirements to be awarded the certificate are as follows: students must have completed 18 credits in Korean language in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 1000 6.00;
- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

The following are the different ways students can obtain the certificate of proficiency depending on their respective year-level.

Students who place directly in the intermediate level (2000) language course, based on the departmental placement test, must have completed 12 credits in Korean language offered in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

Students who place directly in an advanced language course (3000), based on the departmental placement test, must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literatures and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 3000 6.00;
- AP/KOR 4000 6.00 or AP/KOR 4050 6.00

Students who place directly in an advanced language course (4000), based on the departmental placement test, must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literatures and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 4000 6.00;
- AP/KOR 4050 6.00.

Departmental regulations state that students must achieve a minimum grade of C in language courses to be allowed to enroll in the next higher language course. Exceptions may be made only in the case of students who can prove that they have achieved the required knowledge of Korean through some other

means, such as the departmental placement test, an interview with the Korean faculty, further courses taken (by letter of permission) at other approved institutions applicable at York by transfer credit, or an extended stay in a country where Korean is spoken. The departmental placement test is to find the most suitable course for students who have learned Korean elsewhere.

Students must also submit an application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

The Certificate of Proficiency in Korean Language is housed in and administered by DLLL in which all required courses of the Korean courses are offered, and other language certificates are supervised. No consultation or cooperative arrangements with other programs are necessary.

Professor Mihyon Jeon will be responsible for the advising of students interested in the certificate and administration of the certificate in conjunction with the Director of Undergraduate Programs (Languages and Literatures).

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

Students who enroll in the courses listed above may participate in classes and activities in the Multimedia Language Centre.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

No additional space is required. All courses required for the certificate are already existing courses.

7. Support Statements

The following letters of support are attached:

- From the University Librarian
- From the director of the Education Centre at the Consulate General of Republic of Korea in Toronto

Certificate of Proficiency in Korean Language

Faculty of Liberal Arts and Professional Studies

Department of Languages, Literatures and Linguistics

LOCATION:	S580 Ross Building, Tel.: 416-736-5016
WEBSITE:	https://korean.dlll.laps.yorku.ca/
COORDINATOR:	M. Jeon
AFFILIATED FACULTY:	M. Jeon, A. Lee, S. Ko, S. Jeong, H. Cho

Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcription that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program.

Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the *Academic Standards* section of the *Faculty Rules* for details of the undergraduate certificate minimum standards.

York University students may earn a Certificate of Proficiency in Korean concurrent with fulfillment of the requirements for a bachelor's degree.

The Certificate of Proficiency in Korean Language, offered by the Department of Languages, Literatures and Linguistics (DLLL), accredits candidates who have advanced knowledge of the structures of Korean allowing them to communicate in most formal and informal everyday conversations. Students who qualify for the Certificate of Proficiency in Korean demonstrate oral fluency and can also manage most advanced points of grammar and style in writing and reading the target language.

The requirements to be awarded the certificate are as follows: students must have completed 18 credits in Korean language in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper-level course taken. Students must complete a departmental placement test before engaging in their course of study. The departmental placement test is to find the most suitable course for students who have learned Korean elsewhere. Based on the placement test, students who place directly in a course higher than a 1000-level course require 12 credits to obtain the Certificate of Proficiency in Korean Language.

Certificate of Modern Korean Language Proficiency

The following courses are eligible for the certificate:

- AP/KOR 1000 6.00;
- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00;
- AP/KOR 4000 6.00;
- AP/KOR 4050 6.00;

The requirements to be awarded the certificate are as follows: students must have completed 18 credits in Korean language in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 1000 6.00;
- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

The following are the different ways students can obtain the certificate of proficiency depending on their respective year-level.

Students who place directly in the intermediate language course (2000), based on the departmental placement test, must have completed 12 credits in Korean language offered in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

Students who place directly in an advanced language course (3000), based on the departmental placement test, must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 3000 6.00;
- AP/KOR 4000 6.00 or AP/KOR 4050 6.00

Students who place directly in an advanced language course (4000), based on the departmental placement test, must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literatures and Linguistics with a minimum grade of B+ in the last upper-level course taken.

Requirements as follows:

- AP/KOR 4000 6.00;
- AP/KOR 4050 6.00.

**FACULTY OF
LIBERAL ARTS
&**

PROFESSIONAL STUDIES

September 25, 2019

Office of the Dean

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Chair and Professor Maria Joao Dodman,
Department of Languages, Literatures & Linguistics
South Ross 576

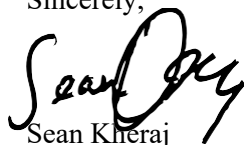
mdodman@yorku.ca

Dear Professor Dodman:

On behalf of Interim Dean J. J. McMurtry of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposal of a Certificate of Proficiency in Modern Korean Language. I have reviewed the proposal and am satisfied that not only is the certificate timely and proposes relevant curriculum, it is likely to draw significant student interest. It also echoes several principles in the Faculty's Strategic Planning and University's goals. In addition, it is not expected to require extensive additional resources. The certificate proposes that it will be housed in the Department of Languages, Literatures & Linguistics, which will have minimal administrative impact.

In summary, this is a quality proposal and the Dean's Office is in full support.

Sincerely,



Sean Khleraj
Associate Dean, Programs

:LG

cc: J. Dodman, Chair, Dept. of Languages, Literatures & LinguisticsJJ.
McMurtry, Interim Dean
L. Cho, Global & Community Engagement
J. Parna, Director, Academic Programs and Policy
G. Alboiu, Undergraduate Program Director, Dept. of Languages, Literature & Linguistics
D. Pilon, Undergraduate Program Director, Politics
A. Pitt, Vice Provost Academic



M. M. Porporato, Chair of the Committee on Curriculum, Curricular Policy and Standards
K. White, Assistant Secretary of the University



**YORK UNIVERSITY
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Dec 19, 2018

Dr. Mihyon Jeon
Associate Professor
Department of Languages, Literatures and Linguistics
414E Ross Bldg South
(416) 736-2100 x20495

Re: Certificate of Language Proficiency in Korean

Dear Dr. Jeon,

I have reviewed the proposal for Certificate of Language Proficiency in Korean and I am confident that the Libraries' collections can support this program.

The Korean Studies collection at York University Libraries holds about 8,500 titles of print resources and 1,500 titles of audio/visual materials, among of which about 527 titles are about Korean language, which will assist students enrolled in this program with their studies.

In addition, the libraries hold two e-resources databases specialized in Korean Studies, DBpia.com and KRpia.com. DBpia provides full text databases including more than one million articles from about 2,000 Korean scholarly journals in 12 different fields of society, literature, economics & business, medical science, humanities, theology, law & administration, arts, engineering, natural science, and education. All the back issues of each journal title are available and title, author, keyword, journal title and publisher searchable. KRpia provides broad coverage of primary resources on Korean Studies. Currently 127 full-text databases are available. These e-resources will provide comprehensive secondary and primary resources for the students in Korean language studies.

For items not available at York University Libraries, the Resource Sharing Department can help students secure access.

York University Libraries offer a library instruction program that can help the students navigate library resources, including issues around discovery and access, and the scholarly and ethical use of information.

In summary, the York University Libraries can support this certificate program.

Sincerely,

Haiyun Cao
Bibliographic Services Librarian
York University Libraries
(416) 7362100x20458
hcao@yorku.ca





CONSULATE GENERAL OF THE REPUBLIC OF KOREA
TORONTO

Whon, ,nay l concern

Korea is a very econon,ically developed country, arid it is alsoa country where econolnic exchanges with Canada will be further expande d.

So if York Univ's students have the opportunity to learn Korean Language more diverse and expertise, students will have a better job opportunity in the future.

Inthi s sense, we hope that if the DLLL progra,n is opened in your school. It will be a great help for the development of t he school as well as the students.

!3y l)r f 1-e5Lee-

Byun"ifseung Lee

Education Director

Korean Education Center of Korean Consulate

2018. 12. 10

DIVISION OF STUDENTS

March 31, 2021

**Office of the University
Registrar**

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez
University Registrar

RE: Proposal for Korean Certificate of Proficiency

Bennett Centre for Student
Services
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
darran@yorku.ca

The proposal for the Korean Certificate of Proficiency has been reviewed by the Office of the University Registrar.

We support this proposal and look forward to working collaboratively with the Faculty of Liberal Arts & Professional Studies on the implementation details in support of their requirements.

Sincerely,



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



Non-Major Modification Program Changes

1. Program: **Centre for Research on Latin America and the Caribbean (Institutional Organized Research Unit)**
2. Degree Designation: **Latin American and Caribbean Studies Graduate Diploma**
3. Type of Modification: **Changes to Degree**
4. Effective Date: **Fall 2021**
5. State what the changes are

The Latin American and Caribbean Studies Graduate Diploma was established in 1986 to recognize and encourage specialized knowledge about Latin America and the Caribbean, as well as engagement with the Centre for Research on Latin America and the Caribbean (CERLAC), which has been the premier research centre of its kind in Canada since 1978. Since its creation, the diploma has been administered by CERLAC. CERLAC is now seeking to bring the diploma in line with current requirements and adapt it to a changing student population. Through the proposed changes, CERLAC is also seeking to promote the deeper integration of Caribbean and Latin American studies, which is a priority for the ORU. The main proposed modification is the creation of a required diploma core course related to doing research in Latin America and the Caribbean, supported by a clarification and streamlining of other requirements.

1. Change to Language Requirement: We have expanded the language possibilities so that researchers working within the English-speaking Caribbean as well as various Latin American and Caribbean diasporic communities are included.

2. Change to Course Work and/or Research Paper(s): We have clarified and broadened the types of scholarly engagements students can submit in order to be more inclusive from a disciplinary perspective. In addition, we have added the stipulation that a breadth of knowledge is demonstrated through these research outputs, in order to incorporate the intention of the breadth of knowledge requirement (#4 below).

3. Change to Experience in Region: We have shifted focus toward students' understanding of the political complexities of positionality when conducting research within Latin America and the Caribbean (and their diasporas) and away from attempting to quantify what commitment to a region looks like in months.

4. Change to Breadth of Knowledge: We have relocated a third paper or course requirement, given the workload expectations of the new diploma core course and instead incorporated breadth of knowledge within #2 above.

5. Change to Participation in CERLAC colloquia and related activities: We will now seek student engagement in CERLAC through the new diploma core course instead of required attendance at CERLAC events.

May11, 2017

6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

These changes are necessary for a variety of reasons, many of which relate to the program learning outcomes but not all of them.

We have been informed by FGS that this 34-year-old diploma is no longer in compliance with provincial or university expectations. It was originally designed to certify expertise based on things students would have already done as part of their degrees and their involvement in CERLAC. Graduate diplomas now are expected to require things from students that would not have been part of their degree programs. This is a significant shift in expectations that we need to adjust to. The diploma core course is our solution to the new normal.

Another justification for these changes is accessibility and equity. The current diploma, through its language and experience in the region requirements, excludes students working in the English-speaking Caribbean and diasporic communities. Furthermore, through the course work and research paper requirements, it excludes students whose graduate work operates in other medias and formats. Put simply, it is against CERLAC's values to exclude so many students from our diploma any longer. For this reason, we have broadened the language requirement and type of research outputs as well as shifted the focus of the experience in the region requirement to positionality.

Finally, CERLAC needs to be more connected within. In recent years, fault lines have emerged between those working in Latin America and the Caribbean as well as between students and professors. We need something to give us a shared sense of purpose. The new diploma core course, which brings students and professors together across disciplines and areas, will strive to do this.

Being one of the oldest diplomas on campus, it predates learning outcomes. They were not articulated in 1986 when this degree was created. Nonetheless, the current diploma certainly has learning outcomes implicitly embedded within it that could be fleshed out. Given the moment of change we are trying to effect through these minor modifications to the diploma, we would like to seize the moment to articulate learning outcomes for the degree we want, not the degree we have at present.

On completing the diploma, students will be able to:

- 1) Demonstrate their acquisition of the research tools, knowledges, and perspectives needed to conduct research in Latin America and the Caribbean as well as their diasporas.**
- 2) Explain and engage in current debates over the production of knowledge in both Latin American and Caribbean studies, which includes their diasporas.**
- 3) Demonstrate professional skills in Latin American and Caribbean studies, such as the ability to effectively deliver research results at a conference or through digital platforms, develop an individual or team-based research project, and curate an online repository of research materials.**

May11, 2017

The proposed expansion of the language requirement will enable students working in any location within Latin America and the Caribbean (and their diasporas) to demonstrate they have the research tools they need to complete their work.

The proposed clarification and broadening of the course work and/or research paper requirements will enable students coming from any discipline at York to demonstrate they have the knowledges needed to conduct their research.

The proposed shift in focus of the experience in the region requirement will enable students working in any location within Latin America and the Caribbean (and their diasporas) to demonstrate they have the perspectives needed to conduct their research.

The proposed relocation of the breadth of knowledge requirement to a new research outputs requirement will enable students to demonstrate their ability to explain and engage in current debates over the production of knowledge in both Latin America and Caribbean studies (which includes their diasporas).

The proposed creation of a diploma core course to replace the participation in CERLAC colloquia will refine and augment student's research tools, knowledges, and perspectives as well as steep them in current debates in both Latin American and Caribbean studies (including their diasporas). Finally, it will directly facilitate student's acquisition and application of professional skills in Latin American and Caribbean studies.

7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.

Program Learning Outcomes	Related Program Requirements	How Requirements Are Supportive of the Program Learning Objectives
1) Demonstrate their acquisition of the research tools, knowledges, and perspectives needed to conduct research in Latin America and the Caribbean as well as their diasporas.	<p>1) A working knowledge of any language and/or dialect needed for research in the region.</p> <p>2) Two research outputs (for example: films, dance works, websites, or written work including an MRP, thesis, comprehensive exam, or dissertation) that include content relating to Latin American or Caribbean, subject to approval from the student's diploma supervisor. These outputs need to demonstrate a breadth of knowledge within the region and its diasporas. All</p>	<p>If students can do the following (see below), they have successfully demonstrated they have acquired the research tools, knowledges, and perspectives needed to conduct research in the region.</p> <p>1) Demonstrate they have the language they need to conduct their research; 2) provide evidence of their research experience with a breadth of topics</p>

	<p>outputs must be done at or through York University concurrently with the candidate's graduate degree program, but not derived within the diploma core course.</p> <p>3) Five to ten page your current engagements with the social and cultural spaces and peoples of Latin America, the Caribbean, or their diasporas as a way of contextualizing your commitment to research, communities, and/or academic networks in one of these regions.</p> <p>4) Completion of the 3.0 designated diploma core course in Latin American and Caribbean Studies.</p>	<p>within the region; 3) articulate their nuanced awareness of their positionality within their research and the region; and 4) illustrated their ability to complete an applied research project with students from other disciplines and areas.</p> <p>We ask students to create a five-to ten page positionality statement setting out their investment in and goals for their Diploma research. Evaluation of the statement will consider the following aspects:</p> <ul style="list-style-type: none"> • Students 'proposed engagements with the social and cultural spaces and people of Latin America, the Caribbean, and/or their diaspora; • The relation of their intended work in the Diploma to their degree or major programs; • Their understanding of the political complexities of the countries, regions and communities they are researching within; •
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		<p>Their commitment to research, communities, and/or academic networks in one of these regions. This includes reflection on their own positionality within them—including their relative empowerment and disempowerment. They will also need to show they have considered how their positionality might impact their research in both a positive and negative way and think through what they want to do about that.</p> <p>Although a relatively short piece of writing, it will be incredibly important as a reflective exercise. (Please note this five-to-ten-page statement updates the original Proposal in the places highlighted, which indicated a one-page statement.)</p> <p>In addition to being a brief political analysis, this is a values clarification exercise. It is an opportunity for the student and their diploma supervisor to discuss what kind of relationship they want to have with the people and places they are engaging with—short or long term? Extractive or reciprocal? Careless or respectful? This is where the real value of this exercise lies.</p>
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		<p>Finally, we ask students to submit two research outputs (not related to the diploma core course) that include content specifically relating to Latin America or the Caribbean or their diasporas, which demonstrate their breadth of knowledge within the regions.</p> <p>While the research outputs themselves would be required by courses or other degree requirements, the breadth of content within our regions of emphasis are not. Our graduate diploma pushes students to conduct research outside their comfort zones in order to develop broader areas of expertise that will serve their research as well as their job prospects in the future.</p>
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<p>2) Explain and engage in current debates over the production of knowledge in both <u>Latin American</u> and <u>Caribbean</u> studies, which includes their diasporas.</p>	<p>1) Two research outputs (for example: films, dance works, websites, or written work including an MRP, thesis, comprehensive exam, or dissertation) that include content relating to Latin American or Caribbean, subject to approval from the student's diploma supervisor. These outputs need to demonstrate a breadth of knowledge within the region and its diasporas. All outputs must be done at or through York University concurrently with the candidate's graduate degree program, but not derived within the diploma core course.</p> <p>2) Completion of the 3.0 designated diploma core course in Latin American and Caribbean Studies.</p>	<p>If students can do the following (see below), they have illustrated their ability to explain and engage in current debates over the production of knowledge in both <u>Latin American</u> and <u>Caribbean</u> studies.</p> <p>1) Provide evidence of their research experience with a breadth of topics within the region; 2) illustrated their ability to complete an applied research project with students from other disciplines and areas.</p>
<p>3) Demonstrate professional skills in</p>	<p>1) Completion of the 3.0 designated diploma core course</p>	<p>If students have illustrated their ability</p>

May11, 2017

Latin American and Caribbean studies, such as the ability to effectively deliver research results at a conference or through digital platforms, develop an individual or team-based research project, and curate an online repository of research materials.	in Latin American and Caribbean Studies.	to complete an applied research project with students from other disciplines and areas, they have demonstrated their professional skills in Latin American and Caribbean studies.
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8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

In late Summer and early Fall of 2019, Alan Durston (former CERLAC Director) and Danielle Robinson (current CERLAC Director and former Associate Director) met with current Diploma students multiple times as well as the CERLAC Coordinator, Camila Bonifaz, who has administered the diploma program for several years. Then, in Fall of 2019, we proposed a few diploma changes to the CERLAC Executive Committee, who approved them. After our few proposed changes were not approved by FGS (because more substantial changes were required), we then met in Winter 2020 with Tom Loebel (Dean, FGS) and Mark Hayward (Associate Dean Academic, FGS). In Summer 2020, we met and corresponded multiple times with Sean Kheraj (Associate Dean Programs, LA&PS) and Ravi de Costa (Associate Dean Research and Graduate Studies, LA&PS) as well. LA&PS support for this new set of changes was established at a meeting with Associate Deans Kheraj and de Costa on June 25, 2020. There have also been numerous follow up discussions with CERLAC's Student Engagement Committee leadership (now called the CERLAC Student Caucus) as well as individual CERLAC students during the development of this new version of the diploma and new diploma course. This final version of the proposal was approved by the current CERLAC executive committee in October 2020.

8. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

A 3-credit course housed in the Faculty of Liberal Arts and Professional Studies, our resource faculty, will be required.

Provide a summary of how students currently enrolled in the program will be accommodated.

Once the changes are approved currently enrolled students will have the option to complete the Diploma under the old requirements or the new ones.

May11, 2017

9. Provide as an appendix a side-by-side comparison of the existing and proposed program

Existing Requirements	Proposed Requirements
Supervision: A supervisor, drawn from the list of affiliated graduate faculty members, advises each candidate and certifies that all diploma requirements have been satisfied.	Same.
Language: A working knowledge of Spanish, Portuguese or another language other than standard English needed for research in the region.	Language: A working knowledge of any language and/or dialect needed for research in the region—to be assessed by the Diploma Supervisor or a designated Fellow of CERLAC. The language and/or dialect requirement, which requires students to engage in some language or dialect training in advance. The diploma supervisor (or a designated CERLAC fellow) must confirm through an interview process that the student has a working knowledge of the language and/or dialect needed in order to do research in the region. An attestation to this requirement being met will need to be submitted by the diploma supervisor (or designated CERLAC fellow).
Course Work and/or Research Paper(s): A combination of two courses and/or research papers on Latin American or Caribbean-related topics accepted by the candidate's supervisor. One of these could be the candidate's thesis. The research papers must be written outside of courses being counted toward this requirement. These papers and/or course work must be done at York University concurrently with the candidate's graduate degree.	Research Outputs: Two research outputs (for example: films, dance works, websites, or written work including an MRP, thesis, comprehensive exam, or dissertation) that include content relating to Latin American or Caribbean, subject to approval from the student's diploma supervisor. These outputs need to demonstrate a breadth of knowledge within the region and its diasporas. All outputs must be done at or through York University concurrently with the candidate's graduate degree program, but not derived within the diploma core course.

requirements as they will appear in the Undergraduate or Graduate Calendar.

<p>Experience in the Region: Personal experience for a period of at least two months, beyond simple tourism, in Latin America or the Caribbean.</p>	<p>Current Relationship with the Region: five to ten page statement on a student's engagements with the social and cultural spaces and peoples of Latin America, the Caribbean, or their diasporas as a way of contextualizing their commitment to research, communities, and/or academic networks in one of these regions. Most of the LACS graduate diploma requirements relate to the acquisition of tools and knowledges needed to conduct research in Latin America and the Caribbean as well as their diasporas. The five-to ten-page statement on relationship to the region, on the other hand, focuses on the perspectives needed to do so. (Please note this five-to-ten-page statement updates the original Proposal in the places highlighted, which indicated a one-page statement.)</p> <p>This requirement empowers students to articulate not only their “field” but also their relationship to it. Many of our students do diasporic studies “at home”, but that does not lessen the value of their research or the importance of their reflection on their positionality as a researcher.</p> <p>In this piece of writing we will be looking for the following:</p> <p>A nuanced description of the political complexities within which they are researching, including at least three factors such as nation, immigration status, culture, race, colour, class, religion, sexuality, and gender</p>
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	<p>A nuanced description of their own positionality within those political complexities, in a way that attends to both their relative empowerment and disempowerment within this particular political context.</p> <p>A detailed exploration of how their positionality within this political context might impact their research in both positive and negative ways and how they plan to account for this within their research and writing process.</p> <p>A clear expression of their intended long term commitment to their research field (however they define it), whether that stretches into the past and/or forward into the future.</p> <p>An explicit desire for a reciprocal and respectful relationship with the people and places their research relates to.</p>
<p>Breadth of Knowledge: Breadth of knowledge in the region beyond what may be inferred from a reading of the candidate's research papers or course work This requirement may be satisfied in one of two ways:</p>	<p>Removed, but incorporated above.</p>

May11, 2017


<p>a) an oral exam based on a reading list approved in advance by the candidate's supervisor. The reading list should include at least twelve substantive scholarly sources or</p> <p>b) a third research paper or course on a LAC-related topic different from those satisfying item 2 above. Any research paper counted towards this requirement must be written outside of any courses being counted towards the Course Work and/or Research paper requirement.</p>	
<p>Participation in CERLAC Colloquia and Related Activities: Participation in ten CERLAC colloquia and related activities during the candidate's graduate tenure. The candidate will provide written commentary on at least five of these events. The written commentaries must be submitted to the candidate's supervisor for approval.</p>	<p>Completion of Diploma Core Course: Completion of the 3.0 designated diploma core course in Latin American and Caribbean Studies.</p>

May11, 2017

Memorandum

To: Academic Standards, Curriculum and Pedagogy Committee (ASCP)

Cc: Hillary Barron, Assistant Secretary of the University

From: Ravi de Costa, Associate Dean Research & Graduate Studies 

Date: March 2, 2021

Subject: Response to ASCP feedback, CERLAC Diploma

LA&PS commits to offering the proposed course that is designated as the core course of the CERLAC Graduate Diploma, but is also able to be taken by non-Diploma students. We have in LA&PS a mechanism in LA&PS to ensure the continuation of required courses (like core courses) in any situation where enrolment falls below normal thresholds, making adjustments to FCE teaching assignments in arrangements agreed with the relevant Program.

The CERLAC Diploma – like other Diplomas developed within and operated by Organized Research Units – is not a LA&PS program, however, which involves faculty and students undertaking activities in many parts of the University. As Lead Faculty for the ORUs in question (including CERLAC), with significant numbers of our colleagues and students contributing to and benefiting from such programs, LA&PS does have an interest in ensuring they are well-supported.

For this reason, we have indicated an openness to ORUs in this situation to support the creation and housing of a core course for their Diploma inside an LA&PS academic program, while maximizing opportunities for cross-listing with other graduate programs. That enables the staffing of the course to be managed as part of our normal processes and in a timely way, avoiding one-off arrangements and last-minute changes. CERLAC has availed itself so far of this possibility and YCAR is soon to present a proposal to the same effect.

Although at some point resource Faculties may take over full responsibility for the ORU-based diplomas, that is not the intent of the current proposal.





**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

**Graduate Program
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email@yorku.ca
www.yorku.ca

October 29, 2020

To whom it may concern,

I am writing as the GPD of Social Anthropology in support of the CERLAC proposal to mount an interdisciplinary graduate diploma core course in Latin American and Caribbean Studies. SOAN is also offering to host that core course. We do so on the understanding that it will be an additional course, above and beyond the 'envelope' of courses that we negotiate each year. We also understand that CERLAC will be responsible for staffing and scheduling the course, but we would kindly request timely consultation with our graduate program.

The diploma core course will help to build an inter-disciplinary intellectual community amongst students at York with research interests in the region and it's diasporas. The course will also offer a unique area studies learning opportunity -- something that is not currently available in our program. It is worth noting that the late Marilyn Silverman, Professor Emerita in Social Anthropology, was one of the founding members of CERLAC many years ago.

Danielle Robinson has shared with me the early materials that CERLAC has developed on the course and I look forward to having this course available to our students.

Sincerely,

A handwritten signature in black ink that reads 'M MacDonald'.

Margaret MacDonald
Associate Professor
Graduate Program Director
Social Anthropology





October 23, 2020

To whom it may concern

I am writing as Sociology GPD in support of the CERLAC proposal to mount an interdisciplinary graduate Diploma Course in Latin American and Caribbean Studies.

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**Graduate Program in
Sociology**

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The course will meet two crucial needs for CERLAC, LA&PS and FGS: 1) building an interdisciplinary community and knowledge “commons” among students with research interests in the region and its diasporas, and 2) strengthening the CERLAC Diploma. From the perspective of our graduate program, the course is attractive because it will offer students the opportunity to develop and conduct collaborative empirical research projects with the support of faculty in various fields and programs.

CERLAC’s leadership is seeking expressions of support, cross-listing, and hosting for the course. Our program would certainly be willing to cross-list the course, assuming there are no budgetary or other implications. That is, our normal course allocation would not be affected.

I have reviewed the early material that CERLAC developed on the course and am enthusiastic about having the course available to our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Mykhalovskiy'.

Eric Mykhalovskiy
Professor/Graduate Program Director



Re: following up

Boyd D. Cothran <cothran@yorku.ca>

Wed 10/28/2020 8:48 AM

To: Danielle Robinson <drobin@yorku.ca>

Cc: Alan T. Durston <durston@yorku.ca>; Camila Bonifaz <cbonifaz@yorku.ca>; Karen Dancy <kdancy@yorku.ca>; dgshist <dgshist@yorku.ca>

Dear Danielle,

Congratulations on reaching a decision on this important issue. This course is foundational for CERLAC's interdisciplinary graduate Diploma in Latin American and Caribbean Studies and a valuable addition to University's graduate education curriculum.

History is interested in cross-listing the course. From the perspective of our graduate program, the course is attractive because it will offer students the opportunity to develop and conduct collaborative, experiential research projects with the guidance and mentorship of faculty members in a verity of fields and programs.

Assuming there are no budgetary or other implications, our program would be willing to cross-list the course and encourage appropriate students to enrol. This commitment is predicated on my understanding that our normal course allocation would not be affected.

Please accept this email as confirmation of History's interest in cross-listing the course.

All the best,
Boyd

Boyd Cothran (he / him)

Graduate Program Director

Associate Professor | Department of History | York University

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

[Website](#) | [Co-Editor, Journal of the Gilded Age and Progressive Era](#) | [Remembering the Modoc War](#) | [Women Warriors and National Heroes: Global Histories](#)

On Oct 27, 2020, at 9:21 PM, Danielle Robinson <drobin@yorku.ca> wrote:

Dear Boyd,

CERLAC's executive had a vote today and decided that it wanted history to cross-list the new diploma core course.

Whew. That took forever—sorry about that.

Could I ask you for a letter or email confirming History's interest in cross-listing the course? I need it by Friday, if at all possible.

6 November 2020

**FACULTY OF LIBERAL
ARTS & PROFESSIONAL
STUDIES**

Department of Humanities

262 VANIER COLLEGE
4700 KEELE ST.
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T 416 736 5158

lapshuma@yorku.ca
huma.laps.yorku.ca

To Whom it May Concern:

The Graduate Program in Humanities is writing to support CERLAC's proposal to offer an interdisciplinary graduate Diploma Course in Latin American and Caribbean Studies and will be happy to cross-list its core course (and potentially others) with our offerings.

The course will complement a new stream that we will be proposing shortly in Humanities and Social Justice.

Given the historical ties between CERLAC and our department, and assuming there are no budgetary or other implications (our normal course allocation would not be affected, nor any administrative obligations added to our staff), we would also be happy to host the course. I have examined the materials of their proposal sent to me by Professor Robinson and am excited for the opening of new options that will become available to our students.

Should you have any questions, please do not hesitate to contact me.

Thank you,

Sincerely,



Victor Shea
Graduate Program Director
Department of Humanities
York University
vshea@yorku.ca



New Course Proposal Template

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

- 1. Program: Latin American and Caribbean Studies Graduate Diploma**
- 2. Course Number(s): ANTH 5000 and 6000**
- 3. Credit Value: 3.0**
- 4. Long Course Title: Convergences, Disparities, and Fault lines: Research in Latin American and Caribbean Studies**
- 5. Short Course Title: Research in Latin American and Caribbean Studies**
- 6. Effective Session: Fall 2021**
- 7. Calendar (Short) Course Description:**

This interdisciplinary course introduces students to debates and perspectives on Latin American and Caribbean studies and links theory with practice in the field. Supported by numerous CERLAC Fellows from a range of disciplines, students from different graduate programs and areas of study will collaborate together in teams on applied research projects.

8. Expanded Course Description:

This is the detailed course description that will be published in course outlines, program handbooks, etc.

This interdisciplinary course introduces students to power and the production of knowledge on Latin America, the Caribbean, and its diasporas. It explores the ruptures and continuities of intellectual debates within a contemporary globalized context. Emphasis is placed on the transnational and hemispheric links that connect Black, Indigenous, and LatinX diasporas within North America to various social, political, cultural, economic formations, and cultural productions. Students explore the significance of key problematics and texts for their own research at the level of epistemology, ontology, and methodology and reflect on their positionality in relation to ethical knowledge production in the contemporary context.

The course is organized around student-generated research projects, carried out collaboratively in teams and supported by CERLAC Fellows from a range of disciplines.

Projects may take up a wide variety of problematics and adopt a variety of methods including applied, community-based and activist initiatives; environmental, decolonial, participatory, arts-based and research-creation initiatives; critical ethnography; public exhibitions; educational curriculum interventions; as well as research based on archival and secondary sources. Student readings will derive from two sources: 1) a core reading list determined by the instructor to give a strong common grounding in essential texts relating to research in the Caribbean and Latin America, and 2) a project-specific reading list that will be generated by students and approved by the professor.

The purpose of this course is twofold: 1) first, to offer thorough interdisciplinary preparation to students so that they can enter the complicated landscape of Caribbean and Latin American Studies as thoughtful and critical researchers, with the confidence to undertake research across a range of disciplines within shifting academic and professional fields and 2) second, to offer an opportunity for students and experienced researchers to work together to refine their skills as knowledge producers. This will enable students to develop active, applied connections—between theory and practice; between scholarship at CERLAC and its various communities; between gendered LatinX, Indigenous, Black, and decolonial scholarship; between disciplines, regions, and diasporas; and between students and faculty.

The applied projects will collaboratively emanate from within each team of students, which will be put together based on shared interests but diverse disciplines. They will be mentored by a pair of CERLAC fellows from different disciplines. It is expected that the project will evolve significantly over the span of the course and will be finished in some ways and not others, by the end. Depending on the nature of the project, some might involve community and activist organizations and their members, while others will be based on arts-based creation, library, or archival research. When community and activist organizations and members are involved, we will be guided by the principles of reciprocity, respect, collaboration, accountability, and mutual benefit.

These projects and this course will offer experiential and reflexive learning opportunities to those involved. Students will develop the confidence to make and defend their arguments. And, they will reflect critically on the relevance and value of their unique skills and knowledges. As a result, they will advance and deepen perspectives that derive from their applied research experiences.

9. Evaluation:

Please supply a detailed breakdown of course requirements, including the type and percentage value of each assignment. The expectation is that course assignments can normally be accomplished within the course period. If applicable, details regarding expectations and corresponding grading requirements with respect to attendance and participation should be provided.

Class Engagement Portfolio: 20%

The Class Engagement Portfolio is based on class-based learning activities. Within each class there will be a range of learning activities that will generate different outputs, such as brief presentations, short writing tasks, peer-evaluations, mind maps, drawing exercises, and the like. Evidence of participation in these learning activities (whether they are individual or team generated) should be submitted into eClass for an individual pass (or not pass) mark. If the evidence is material and not digital, a picture can be taken and uploaded.

Students who submit “passable” work 10 out of 12 times will earn the full grade (20% of the final course grade), which equates to an A+ on “class engagement”. More than two missing submissions will impact a student’s mark, unless the absence is deemed excused and then the work is made up within one week.

The Project: 70%

Project Proposal 10% (Pass/Fail)

Project Check-in 10% (Pass/Fail)

Final Project Portfolio 50%

The project-related submissions are grouped into a proposal, project check-in, and a final project submission. The due dates are controlled by the project team and based on their readiness to share their progress. The goal of these is to ensure the team and project are heading in a good direction, that they have considered all relevant aspects of the project and team, and are progressing well towards the impact wanted.

The role of the proposal is to ensure the team has all come together around a key issue or problem that they will address; have identified the strengths, interests, and skills each brings to the project; and have a clear plan on how to work together, in terms of roles and responsibilities. The team will have completed the majority of the background research into the issue or problem—through their team-specific reading list—and identified a possible approach to address the issue or problem they have chosen. Your team will have worked out how to break up the work needed to develop the approach, and they will know how they will be using their personal and disciplinary skills and interests effectively, to create the approach. Please be sure to include the following: a timeline and schedule, a project management system, task management system, a consideration of ethics, asynchronous communication tools, a team charter, and a digital data management system.

The role of the second check-in is to have parts of the approach ready to try out with some of the key stakeholders and to have a clear path to completion. The team will have worked out strategies to deal with setbacks and identified ways to support each team member’s success. They will have applied their personal and disciplinary skills and interests effectively and have received some stakeholder feedback.

The role of the final project portfolio is to capture where the team has ended up with their project, and more importantly, to reflect on how and why – specifically what led

to successes and what resulted in challenges or failures? What would they do differently, and where would they take the project next?

In order to mark each team member in a differentiated way, all students need to clearly label any work they contribute to within the final portfolio. Secondly, each student must prepare a 1000-word essay which identifies and reflects on their roles and responsibilities within the team, their experience working with others, and any individualized reflections on the reading materials chosen for the project.

Project Videos 10%

Each team will create two videos about their project: 1) one minute and 2) five-to-ten minutes. Their goal is to represent their project and project journey for a diverse, non-specialist audience. Communication is not just about telling, but also showing and captivating. Students will want to visualize their project, its innovation, and its value to different people. The videos will be marked based on the clarity and engagement of their communication.

10. Integrated Courses:

Graduate courses may be integrated only with undergraduate courses at the 4000-level, where it is understood that 4000-level indicates an advanced level. Graduate students will be expected to do work at a higher level than undergraduates. If the proposed course is to be integrated, please provide a grading scheme that clearly differentiates between the work that undergraduate and graduate students perform, including a description of how the work performed by graduate students is at a higher level. As well, please indicate the course information for the undergraduate course (i.e., Faculty/unit/course number/credit value) and include a statement from the relevant undergraduate chair or undergraduate director indicating agreement to the integration.

We would love to integrate this course in the long-term future and connect it with the LACS Minor.

11. Rationale:

Please indicate how the proposed course will contribute to the academic objectives of the program. As well, please indicate the relationship of the proposed course to other existing options, particularly with respect to focus/content/approach. If overlap with other existing courses exists, please indicate the nature and extent of consultation that has taken place.

Students who complete the graduate diploma in Latin American and Caribbean Studies students are expected to be able to:

- 1) **Demonstrate their acquisition of the research tools, knowledges, and perspectives needed to conduct research in Latin America and the Caribbean as well as their diasporas.**
- 2) **Explain and engage in current debates over the production of knowledge in both Latin American and Caribbean studies, which includes their diasporas.**
- 3) **Demonstrate professional skills in Latin American and Caribbean studies, such as the ability to effectively deliver research results at a conference or through digital platforms, develop an individual or team-based research project, and curate an online repository of research materials.**

All three of these expectations will be directly facilitated through this diploma core course. Its application and integration of research methodologies and knowledges from different disciplines and areas will refine and augment a student's research tools, knowledges, and perspectives. Its incorporation of expertise and engagement from a wide range of CERLAC fellows across the course as well as the common reading list will steep them in current debates in both Latin American and Caribbean studies (including their diasporas). Finally, through its emphasis on applied research projects, it will directly facilitate student's acquisition and application of professional skills in Latin American and Caribbean studies.

There is no overlap between this course and any others, since the closing of the Latin American and Caribbean Studies Program several years ago.

12. Faculty Resources:

Provide the names of faculty members in your program qualified to teach this course. Stipulate the frequency with which you expect this course to be offered, including the impact that this course will have on faculty resources.

This course can be offered once per year across two terms, either in the summer or school year, meeting alternate weeks, to allow plenty of time for the project to percolate within the teams.

The following is a (partial) list of current fellows who would be qualified to teach the course:

**Miguel Gonzalez
Honor Ford-Smith
Carlota McAllister
Luin Goldring
Mark Goodman
Alberto Guevara
Andrea Davis
Danielle Robinson
David Trotman**

Tameka Samuels-Jones
Alan Durston
Nicola Short
Michele Johnson
Anne Rubenstein
Emiro Martinez-Osorio
Anna Zalik
David Murray

13. Crosslisted Courses:

Crosslisted courses are offered between two or more graduate programs. For crosslisted courses, please include a statement of agreement from the director of the other graduate program(s).

We plan to cross-list this course with:

Sociology
History
Humanities

We plan to host this course within:

Anthropology

Please see attached letters from their GPDs.

14. Bibliography and Library Statement:

Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.

Below is a sample bibliography for the course, but we expect this list will shift over time depending who is teaching the course, the nature of the projects pursued, and academic trends:

Aricó, José., and David Broder. *Marx and Latin America*. Leiden: Brill, 2014.

Beckford, George L. *Persistent Poverty: Underdevelopment in Plantation Economies of the Third World*. Morant Bay, Jamaica: Maroon Pub. House, 1983.

Benítez Rojo, Antonio, and James E. Maraniss. *The Repeating Island: the Caribbean and the Postmodern Perspective*. 2nd ed. Durham, N.C: Duke University Press, 1996.

Bassi, Ernesto. *An Aqueous Territory Sailor Geographies and New Granada's Transimperial Greater Caribbean World*. Durham: Duke University Press, 2016.

Branche, J (ed) *Race, Colonialism and Social Transformation in Latin America and the Caribbean*. Florida U. Press, ----2008.

Canclini, Nestor Garcia. *Hybrid Cultures: Strategies for Entering and Leaving Modernity*. Minneapolis: University of Minnesota Press, 2005.

Connell, Raewyn, Rebecca Pearse, Fran Collyer, João Marcelo Maia, and Robert Morrell. "Negotiating with the North: How Southern-Tier Intellectual Workers Deal with The Global Economy of Knowledge." *The Sociological Review*. 66 (1): 41–57. (2018)

Daniel, Yvonne. *Dancing Wisdom: Embodied Knowledge in Haitian Vodou, Cuban Yoruba, and Bahian Candomblé*. Urbana: University of Illinois Press, 2005.

Deeds, Susan M. *Defiance and deference in Mexico's Colonial North: Indians under Spanish rule in Nueva Vizcaya*. Austin: University of Texas Press, 2003.

Delgado, Celeste Fraser., and José Esteban. Muñoz. *Everynight Life: Culture and Dance in Latin/o America*. Durham: Duke University Press, 1997.

Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press, 2011.

Freire, Paulo. *Pedagogy of the Oppressed*. NY: Continuum, 2007.

Kamugisha, Aaron. *Beyond Coloniality: Citizenship and Freedom in the Caribbean Intellectual Tradition*. Bloomington, Indiana: Indiana University Press, 2019.

Kempadoo, Kamala. *Sexing the Caribbean: Gender, Race and Sexual Labor*. NY: Taylor and Francis, 2004.

Levine, Robert M., and John J. Crocitti. *The Brazil Reader: History, Culture, Politics*. Durham, NC: Duke University Press, 1999.

Mariátegui, José Carlos, Harry E. Vanden, and Marc Becker. *José Carlos Mariátegui : an Anthology*. New York: Monthly Review Press, 2011.

Menchú, Rigoberta., and Elisabeth. Burgos-Debray. *I, Rigoberta Menchú: an Indian woman in Guatemala*. London: Verso, 1984.

Monteiro, John M. *Blacks of the land: Indian slavery, settler society, and the Portuguese colonial enterprise in South America*. New York: Cambridge University Press, 2018.

Myscofski, C.A. *Amazons, Wives, Nuns, and Witches: Women and the Catholic Church in Colonial Brazil, 1500-1822*. Austin: University of Texas Press.2013

Postero, N.G. and Zamosc, L. (eds.). *The Struggle for Indigenous Rights in Latin America*. Brighton and Portland. 2004

Puri, Shalini. *The Caribbean Postcolonial: Social Equality, Post-Nationalism, and Cultural Hybridity*. New York: Palgrave Macmillan, 2004.

Rodney, Walter. *A history of the Guyanese working people, 1881-1905*. Baltimore: John Hopkins University Press, 1981.

Sheriff, Robin E. *Dreaming Equality: Color, Race, and Racism in Urban Brazil*. New Brunswick, N.J: Rutgers University Press, 2001.

Taylor, Diana. *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. Durham: Duke University Press, 2003.

Taylor, Patrick. *Nation Dance: Religion, Identity, and Cultural Difference in the Caribbean*. Bloomington: Indiana University Press, 2001.

Thomas, Deborah A. *Political Life in the Wake of the Plantation: Sovereignty, Witnessing, Repair*. Durham: Duke University Press, 2019.

15. Physical Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, labs, etc.), including whether or not additional/other physical resources are required and how the need for these additional/other physical resources will be met.

There will be no special physical resources required for this new course.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

The following information is required for all proposals involving a minor modification to program/graduate diploma academic requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: Graduate Diploma in Professional Accounting (PACC)

2. Effective Session of Proposed Change(s): Fall 2021

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

Please note this proposal has been revised to be a minor modification and previously included a proposal to change the fee structure of the diploma. On the advice of the Secretariat, the fee change is being proposed separately. Letters of support are unaltered from the November 2020 non-major modification.

We are proposing a change to the admission requirements of the Graduate Diploma in Professional Accounting.

We are proposing to update the PACC admission requirements to refer to the BCom or equivalent (rather than a BAS Honours Accounting degree) and to state explicitly that “Students completing commerce or business degrees in other Canadian universities whose accounting courses are recognized by Chartered Professional Accountants (CPA) Canada may also be eligible for admission.”

Rationale:

The proposed admission changes have been developed to clarify that students who have completed a Canadian business degree equivalent to the BCom and been assessed by SAS to have completed the equivalent prerequisite courses and meet the GPA requirements. are eligible for admission to the PACC.

The PACC program is unique in Ontario because it:

- is one of the few diploma programs accredited by CPA Ontario that covers all four CPA elective modules,
- is the only diploma program offered three terms a year on a part-time or full-time basis in a weekly seminar style format, and
- offers courses on evenings and weekends to accommodate work schedules.

The various differentiators identified above (coverage of all four elective, three term availability, part-time option in seminar format and evening/weekend scheduling) have created demand from external applicants. Because of student demand, and on the advice of the Faculty of Graduate Studies and the Registrar (based on the proposal brief in the Senate February 26, 2015 agenda package when the PACC was established) and with the approval of CPA Ontario (because of the accreditation agreement), the program started admitting non-BCom students using the non-standard admission process in the Summer 2018 session. All non-BCom admissions have been and will continue to be carefully

assessed by the PACC Admissions Committee. What will change is that these students will no longer go through the non-standard admissions process.

Both the admission requirement change and the part-time fee structure change are completely in alignment with the current Faculty of Liberal Arts and Professional Studies (LA&PS) Strategic Plan and the current York University Academic Plan (UAP).

The changes are specifically aligned with LA&PS Strategic Goal Three (Diverse, Innovative, Adaptive, Disciplinary and Interdisciplinary Programs serving equally Individual Students and the Greater Community while Fostering New Knowledge) and which contains the following principle 15.4:

We reaffirm our commitment to provide a pedagogically and curricularly responsible range of evening and night courses throughout the year, as well as an expanded summer program.

The changes are also specifically aligned with five of the six UAP 2020-2025 priorities:

- 21st Century Learning: Diversifying Whom, What, and How We Teach
- Knowledge for the Future: From Creation to Application
- From Access to Success: Next Generation Student Supports
- Working in Partnership
- Living Well Together

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives. *Additionally, please append the graduate program's existing learning outcomes as a separate document.*

There have been no substantive changes in learning outcomes because they are part of the current accreditation agreement with CPA Ontario and no substantive changes are necessary. CPA accreditation is for both the BCom Honours Accounting Degree and the PACC together. Students who graduate from the PACC will receive exemptions from certain professional exams. CPA Ontario has accredited several different programs across Ontario and students completing these programs are also exempt from the same exams.

See page 9. There can be no substantive changes in the original program learning outcomes that were passed by Senate in 2015 because they are part of the accreditation agreement with CPA Ontario. However, some minor changes have been made:

- to refer to the "BCom Accounting degree (or equivalent Canadian business degree)" rather than the "BAS Accounting degree".
- to fix minor typographic errors in original learning outcomes.

These **additions** and ~~deletions~~ are marked.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.

The PACC program continues to be different than other programs at York and attracts a different student population. The key factors differentiating the PACC program from other programs are admission requirements, curriculum and program offerings. The proposed changes will not have an impact on other programs at York since the PACC program started admitting non-BCom students using the non-standard admission process in the Summer 2018 session and no increase in non-BCom admissions is contemplated.

The Senate approval of the current admission restriction to BCom students, which was imposed as a condition of Schulich's support, includes the following footnote that indicates non-York students can be assessed on a case-by-case basis which is what the PACC program has been doing:

As requested by the FGS APPC, below is a clarification on why this proposed diploma is only available for BAS students:

- Schulich has expressed explicitly that they would support the proposed diploma only if it is offered to BAS students only.
- CPA accreditation is for both the BAS Undergraduate and Graduate Diploma together. If we are to accept non-BAS students, SAS would have to be responsible for providing assessment of the credentials of the outside students to meet CPA standards.
- We want to focus on helping our own students initially, but would like to keep the option open down the road to admit on a case-by-case basis other students who meet the academic requirements.”¹

Lifting the restriction does not create any duplication with Schulich's Type 1 advanced accounting diploma (DAAC) or its Type 3 intermediate diploma (DIAC) or Master of Accounting (MAcc) or change the competitive landscape because the key differentiating factors are still the admission requirements, curriculum and program offerings.

Differences in Admission Requirements and Curriculum

Although page 17 of this proposal offers a detailed comparison of the admission requirements and curriculum of the PACC diploma and the two Schulich diplomas, the MAcc Journey document,² attached as Appendix 2 to this proposal, provides a helpful visual of the admission requirements and curriculum of the two Schulich diplomas and the Schulich MAcc in the context of the modules of the curriculum of the Canadian CPA Professional Education Program (PEP) which are: Core 1, Core 2, Electives, Capstone 1, Capstone 2. Also included in Appendix 2 is a similar document for the PACC.

As the two documents indicate:

- The DIAC and Term 1 of the MAcc cover curriculum equivalent to CPA Core 1 and Core 2 Modules. In contrast, the PACC admission requirements require the completion of university courses equivalent to CPA Core 1 and 2 Modules.

¹ See page 148 of the ASCP Proposal Brief which is one of the February 26, 2015 Senate Meeting documents at <https://secretariat.info.yorku.ca/files/ASCP-Proposal-Briefs.pdf>. The PACC is item d of the ASCP report on page 15/16 of the relevant Agenda Package . The full PACC proposal can be found in the ASCP Proposal Brief. The March 16, 2015 Senate Minutes indicate that the PACC proposal was passed without changes.

² <https://schulich.yorku.ca/wp-content/uploads/2016/03/MAcc-Journey-Chart-2017.pdf>

- DAAC and Term 2 of the MAcc require students to take two of the four CPA Elective Modules whereas the PACC requires students to take courses equivalent to all four CPA Elective Modules.
- Term 3 of the MAcc covers curriculum equivalent to CPA Capstone 1 and 2 Modules which the PACC does not cover.

In its 2014 submission to FGS regarding changes to its graduate accounting education, Schulich acknowledged that although there was “overlap” with the PACC diploma, there were differences in the curriculum of the DAAC diploma (and Term 2 of the MAcc) as it provides students with a choice of two CPA Canada electives whereas the PACC diploma requires students to complete all four electives. In the same submission, Schulich also stated that the two diplomas “do not compete since the Advanced Accounting Diploma is only open to Schulich graduates”, specifically Schulich BBA and iBBa accounting graduates. Although we were not consulted on any subsequent changes to the DAAC, we note that the program’s website indicates that graduates from CPA-accredited business schools that have completed CPA Canada’s Core 1 and Core 2 modules may also be eligible for the DAAC Diploma. As can be seen in Appendix 2, the PACC requires the completion of university courses covering CPA Core 1 and Core 2 curriculum before they can be admitted to the program: it does not require students to complete CPA Core 1 and Core 2 modules.

Another difference between the two diplomas, of course, is that the DAAC diploma is a Type 1. This nature of this concurrent diploma is that students can either opt to: (1) complete the diploma (which is Term 2 of the MAcc) and enroll in CPA Canada’s Capstone 1 or (2) move on the Term 3 and graduate with a MAcc. In comparison, the PACC diploma is a standalone Type 3 diploma.

With regards to the DIAC (originally called Diploma in Accounting Fundamentals), as previously mentioned, there is absolutely no duplication in terms of eligible students or curriculum. This diploma is designed for non-accounting majors who have a recognized Canadian or international undergraduate degree and who wish to enroll in the MAcc. The courses that are part of this diploma would represent some (although not all) of the prerequisites for the PACC. Students who complete this diploma would not be eligible to apply for the PACC diploma because they would not have all the prerequisite courses. As Schulich noted in its 2014 proposal, this “prequalifying Diploma in Accounting Fundamentals will introduce students to accounting and related business subjects and is introductory in nature, it will not overlap with the SAS diploma.”

Differences in Program Offerings

The MAcc has two admission intakes and is full-time only: Term 2 of the MAcc (which is the DAAC) is available in the Summer and Winter. In other words, DAAC diploma is only offered on a full-time basis two terms a year. The program website says that Term 3 of the MAcc is offered on a bi-weekly weekend basis but provides no information about the timing of DAAC classes.

While the PACC program originally just had intakes in just the Summer and the Winter terms with full-time and part-time options, it now has an intakes in each of the 3 terms and PACC courses are offered on a weekly basis in all 3 terms. This accommodates the progression of part-time students who can take the 5 courses over 3 terms. As many PACC students work full-time while completing the diploma, most PACC courses are offered on evenings and

weekends and key program events (orientation sessions) also occur on evenings and weekends.

Given these significant differences, our key competitors are, and will continue to be, other standalone graduate diploma programs (ie. U of T, Ryerson, Western) and the CPA Professional Education Program (CPA PEP). Students who apply to our program are attracted to the flexible format that can be tailored to meet their career and professional education goals. We have had two Schulich BBA graduates enrolled in our program and both students chose the program because of the part-time option. At the same time, we know that we have lost more BCom students to the MAcc program because they prefer a Master's degree to a diploma.

Please see page 17 for a table comparing the key differences between the three diplomas.

d) A summary of any resource implications and how they are being addressed.

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

No additional resources are needed.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

This change has no effect on current students.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - <http://gradstudies.yorku.ca/current-students/regulations/program-requirements/>.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire graduate program/diploma section, not just text that is being revised.

Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Calendar Copy follows on the next page.

11. **Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.**

Graduate Diploma Information	Graduate Diploma Information (changed to)
<p>The Graduate Diploma in Professional Accounting is offered as a stand-alone graduate diploma for students who have completed their accounting studies in the School of Administrative Studies. The graduate diploma is designed for direct entry into the Capstone 1 module of the Chartered Professional Accountants' Professional Education program (the CPA PEP program) and it is accredited by CPA Ontario.</p> <p>The Graduate Diploma consists of five mandatory courses which have been designed to build on the curriculum of the undergraduate Bachelor of Administrative Studies (BAS) Specialized Honours Accounting Stream to align with the content of the four elective modules of the CPA PEP program. Accordingly, there is one course in each of the four elective areas: one each in performance measurement, assurance, tax, and finance, and a capstone course in integrative analysis. These five courses build on the accounting stream's undergraduate curriculum to further develop the six technical competencies and five enabling competencies described in the CPA Competency Map. With coverage of all four elective areas, graduates have more opportunities and choice as they move on in their careers as professional accountants.</p> <p>ADMISSIONS REQUIREMENTS</p> <p>The Graduate Diploma in Professional Accounting is open to School of Administrative Studies graduates who wish to pursue the Chartered Professional Accountant (CPA) designation.</p>	<p>The Graduate Diploma in Professional Accounting is offered as a stand-alone graduate diploma for students who have completed their accounting studies in the School of Administrative Studies. <u>Students completing commerce or business degrees in other Canadian universities whose accounting courses are recognized by Chartered Professional Accountant (CPA) Canada may also be eligible for admission. These students will be evaluated on a case-by-case basis on whether they are substantially equivalent to the School of Administrative Studies Bachelor of Commerce Honours Accounting degree and include the necessary prerequisite material.</u></p> <p>The graduate diploma is designed for direct entry into the Capstone 1 module of the Chartered Professional Accountants' Professional Education program (the CPA PEP program) and it is accredited by CPA Ontario.</p> <p>The Graduate Diploma consists of five mandatory courses which have been designed to build on the curriculum of the undergraduate Bachelor of <u>Commerce (B Com)</u> Bachelor of Administrative Studies (BAS) Honours Accounting Stream, <u>or equivalent</u> to align with the content of the four elective modules of the CPA PEP program. Accordingly, there is one course in each of the four elective areas: one each in performance measurement, assurance, tax, and finance, and a capstone course in integrative analysis. These five courses build on the undergraduate curriculum to further develop the six technical competencies and five enabling competencies described in the CPA Competency Map. With coverage of all four elective areas, graduates have more opportunities and choice as they move on in their careers as professional accountants.</p> <p>ADMISSIONS REQUIREMENTS</p> <p>The Graduate Diploma in Professional Accounting is open to <u>graduates of the</u> School of Administrative Studies graduates <u>Bachelor of Commerce Honors Accounting degree or</u></p>

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

1. completed the BAS Honours Accounting Degree;
2. obtained a minimum C and average of B in each of the CPA required courses earned in the BAS Accounting degree;
3. obtained an overall grade point average of 6.5 or higher in the following Liberal Arts & Professional Studies courses or their equivalents:

Administrative Studies 4520 3.0: Advanced Financial Accounting

Administrative Studies 4570 3.0: Management Planning & Control Systems

Administrative Studies 4551 3.0: Auditing and Other Assurance Services

Administrative Studies 4553 3.0: Auditing: Advanced Topics

Administrative Studies 4561 3.0: Taxation of Personal Income in Canada

Administrative Studies 4540 3.0: Financial Management

Administrative Studies 4900 3.0: Management Policy Part I

Administrative Studies 4590 3.0: Comprehensive and Multi-subject Accounting Problems

DIPLOMA REQUIREMENTS

Students enrolled in the graduate diploma:

1. must complete all five required courses with an overall B average;
2. must obtain a minimum of "C" in each of the 5 courses; and,
3. must complete all diploma requirements within one year.

Required courses

Professional Accounting 5530 3.0: Financial Statement Analysis and Valuation

Professional Accounting 5550 3.0: Issues in the Practice of Assurance

Professional Accounting 5560 3.0: Taxation and Financial Decision-Making

Professional Accounting 5570 3.0: Performance Management Systems

Professional Accounting 5590 3.0: Integrative Analysis in Accounting

equivalent who wish to pursue the Chartered Professional Accountant (CPA) designation.

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

1. completed the **BCom** BAS Honors Accounting Degree **or equivalent**;

2. obtained a minimum C and average of B in each of the CPA required courses earned in the **Bcom** BAS Accounting degree **or equivalent**;

3. obtained an overall grade point average of 6.5 or higher in the following Liberal Arts & Professional Studies courses or their equivalents:

Administrative Studies 4520 3.0: Advanced Financial Accounting

Administrative Studies 4570 3.0: Management Planning & Control Systems

Administrative Studies 4551 3.0: Auditing and Other Assurance Services

Administrative Studies 4553 3.0: Auditing: Advanced Topics

Administrative Studies 4561 3.0: Taxation of Personal Income in Canada

Administrative Studies 4540 3.0: Financial Management

Administrative Studies 4900 3.0: Management Policy Part I

Administrative Studies 4590 3.0: Comprehensive and Multi-subject Accounting Problems

DIPLOMA REQUIREMENTS

Students enrolled in the graduate diploma:

1. must complete all five required courses with an overall B average;
2. must obtain a minimum of "C" in each of the 5 courses; and,
3. must complete all diploma requirements within one year.

Required courses

Professional Accounting 5530 3.0: Financial Statement Analysis and Valuation

Professional Accounting 5550 3.0: Issues in the Practice of Assurance

Professional Accounting 5560 3.0: Taxation and Financial Decision-Making

Professional Accounting 5570 3.0: Performance Management Systems

Professional Accounting 5590 3.0: Integrative Analysis in Accounting

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

<http://www.pacc.gradstudies.yorku.ca> .

For more information, contact: pacc@yorku.ca, 416-736-5210 or visit the School of Administrative Studies at 282 Atkinson College.

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

<http://www.pacc.gradstudies.yorku.ca> .

For more information, contact: pacc@yorku.ca, 416-736-5210 or visit the School of Administrative Studies at 282 Atkinson College.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the graduate diploma requirements and associated learning outcomes, including explicit reference to how the diploma curriculum and structure supports achievement of the learning outcomes. For Type 3 graduate diplomas, explain how the curriculum and learning outcomes are consistent with master's degree level expectations.

Graduate diploma requirements:

Students enrolled in the program:

1. Must complete all five required courses with an overall B average ,
2. Obtain a minimum of C in each of the 5 courses.
3. Must complete all diploma requirements within 1 year.

Learning outcomes

Building on the existing technical knowledge that students have already obtained through their undergraduate education, we expect students to achieve the following three broad sets of learning outcomes upon completion of the program:

Professionalism:

- Understand the responsibility of a professional accountant, the regulatory regime that the profession lies within and act in accordance with professional and ethical conduct to protect public interest.
- Demonstrate the ability to exercise professional judgment, objectivity, and skepticism.
- Be able to communicate effectively both written and oral in a professional manner to meet audience needs.
- Understand the importance of team work and to work effectively in teams.
- Develop self-confidence in performing their work.
- Exhibit strong leadership skills

Technical Knowledge:

- Demonstrate in-depth technical knowledge in the area of assurance, performance management, finance, and taxation that an entry level professional accountant should possess.
- Acquire a comprehensive understanding of techniques required for tackling problems faced by professional accountants.

Problem-Solving and Decision-Making:

- Be able to apply the technical knowledge systematically in solving problems whether the problems are directed or non-directed.
- Be able to evaluate both quantitative and qualitative factors, and questioning the underlying assumptions when solving problems.
- Be able to integrate different areas of studies when solving complex problems.
- Demonstrate the ability to dissect complicated problems, collect and evaluate evidence, provide viable solutions, and draw reasonable conclusions.

The curriculum and its associated outcomes are in line with master's degree level expectations. The rigor in this program requires students to continuously self-assess and implement strategies to improve their study. They are challenged to set higher goals for themselves and develop work plans to achieve those goals. The learning

*See pages 143-147 of the ACSP Proposal Brief which is one of the February 26, 2015 Senate Meeting documents at: <http://secretariat.info.yorku.ca/senate/archives/#squelch-taas-tab-content-0-3>. The March 16, 2015 Senate Minutes indicate that the PACC proposal was passed without changes.

outcomes encompass a broad base of competencies and students are expected to demonstrate these competencies throughout their study in this program. The graduate will be able to critically evaluate and solve problems within the realm of professional accounting, understand the current trends in the profession and be able to communicate in an effective manner to the appropriate audience, which is expected of a master's level graduate in a professional school.

The table below maps the expected learnings outcomes with the specific courses:

Expected Learning Outcomes	Learning Outcomes are achieved by	PACC 5530	PACC 5550	PACC 5560	PACC 5570	PACC 5590
<p>1. Depth and Breadth of Knowledge</p> <p>The diploma encompasses 4 major areas in professional accounting: Performance Management, Assurance, Taxation and Finance.</p> <p>Upon complete of the diploma students should be able to demonstrate the in-depth knowledge of accounting skills that is required of an entry level professional accountant. These include being fluent in accounting and assurance standards, and the application of such in complex scenarios; tax laws in Canada, including tax planning; management control systems and impact on organizations; and the various areas in finance such as financial and treasury management, financial statement analysis and valuation.</p>	<p>Knowledge is built on pre-requisite courses (or their equivalents) acquired in the <u>BAS BCom Accounting degree (or equivalent Canadian business degree).</u></p> <p>In this diploma, students are required to take 15 credits, with 3 credits in each of the specialized areas and 3 credits in an integration course that encompasses all the areas.</p>	•	•	•	•	•
<p>2. Knowledge of Methodologies</p> <p>Demonstrate improvement in their use of software and library resources used by professional accountants.</p> <p>Demonstrate ability to complete independent research and construct coherent reports or case analysis based on research results.</p>	<p>Students will need to make extensive use of library and other academic resources to perform research on accounting and assurance standards, companies' financial statements and/or tax rules.</p>	•	•	•	•	•

<p>3. Level of Application of Knowledge</p> <p>Be able to apply the technical knowledge systematically in solving problems whether the problems are directed or non-directed.</p> <p>Be able to evaluate both quantitative and qualitative factors, and questioning the underlying assumptions when solving problems.</p> <p>Be able to integrate different areas of studies when solving complex problems.</p> <p>Demonstrate the ability to dissect complicated problems, collect and evaluate evidence, provide viable solutions, and draw reasonable conclusions.</p>	<p>Students will learn advanced topics in the specialized fields and in each course. Field specific knowledge will be integrated in case analysis.</p> <p>In PACC 5530, PACC 5550, PACC 5560, PACC 5570, students will also be asked to solve cases that may cross with one or more specialized fields. In PACC 5590, students will be challenged to solve cases that encompass all fields.</p>	•	•	•	•	•
<p>4. Awareness of Limits of Knowledge</p> <p>Demonstrate awareness of one's limit as an entry level professional accountant. Knowing when and where to seek help if necessary.</p> <p>Aware of the limitation of financial information for decision making purpose.</p> <p>Demonstrate ability to make use of multiple angles and incorporate complete set of facts to fully develop solutions for complex problems.</p>	<p>In case analysis students will need to identify situations that call for specialists, or require decisions from higher supervision.</p> <p>Moreover, students are encouraged to solve complex problems by integrating skills learnt in various accounting areas in case studies, and realize that multiple tools from different areas are sometimes necessary to solve such complex problems.</p> <p>They will also be challenged to identify situations where uncertainties exist and there may not be enough facts to formulate feasible solutions.</p>	•	•	•	•	•

<p>5. Level of Communication Skills</p> <p>Demonstrate ability to communicate effectively both written and oral in a professional manner to meet audience needs.</p> <p>This includes the ability to present clearly logical arguments, using appropriate professional language, and by means of appropriate presentation tools.</p>	<p>All courses include both oral presentations and extensive report/case writing components.</p> <p>These components account for 50% to 100% of course grades. Students will be evaluated based on content, organization of materials, persuasiveness of the arguments, and the appropriateness of their tone for the intended audience.</p>	•	•	•	•	•
<p>6. Autonomy and Professional Capacity</p> <p>Understand the responsibility of a professional accountant, the regulatory regime that the profession lies within and act in accordance with professional and ethical conduct to protect public interest.</p> <p>Demonstrate the ability to exercise professional judgment, objectivity, and skepticism.</p> <p>Understand the importance of team work and to work effectively in teams.</p> <p>Develop self-confidence in performing their work.</p> <p>Exhibit strong leadership skills.</p>	<p>In PACC 5550, PACC 5560, PACC 5570 and PACC 5590, professional ethics and rules governing professional conducts are examined.</p> <p>All courses have both individual and group assessments. Students will have the opportunity to perform individual case presentations, both oral and written, to demonstrate individual ability to complete complex tasks. They will work in teams to exhibit their ability to work with others and develop leadership skills.</p>	•	•	•	•	•

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the diploma learning outcomes.

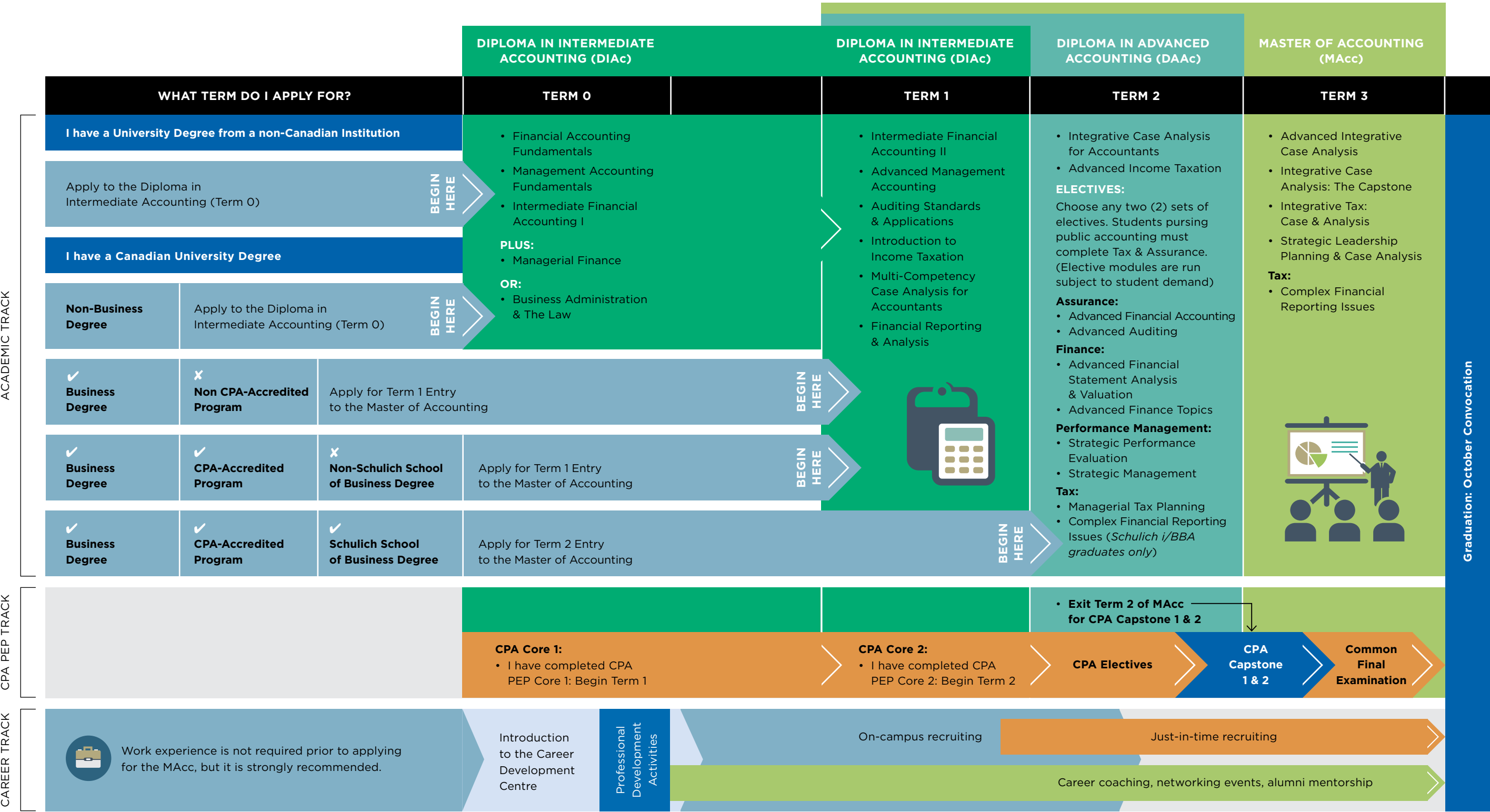
Our design of the courses has explicitly linked required learning outcomes to curriculum content and students will be made aware of these linkages.

Student performance assessment will include multiple evaluations methods, such as presentations, professional reports, group work, and written exams. We will evaluate both technical skills and professional skills.

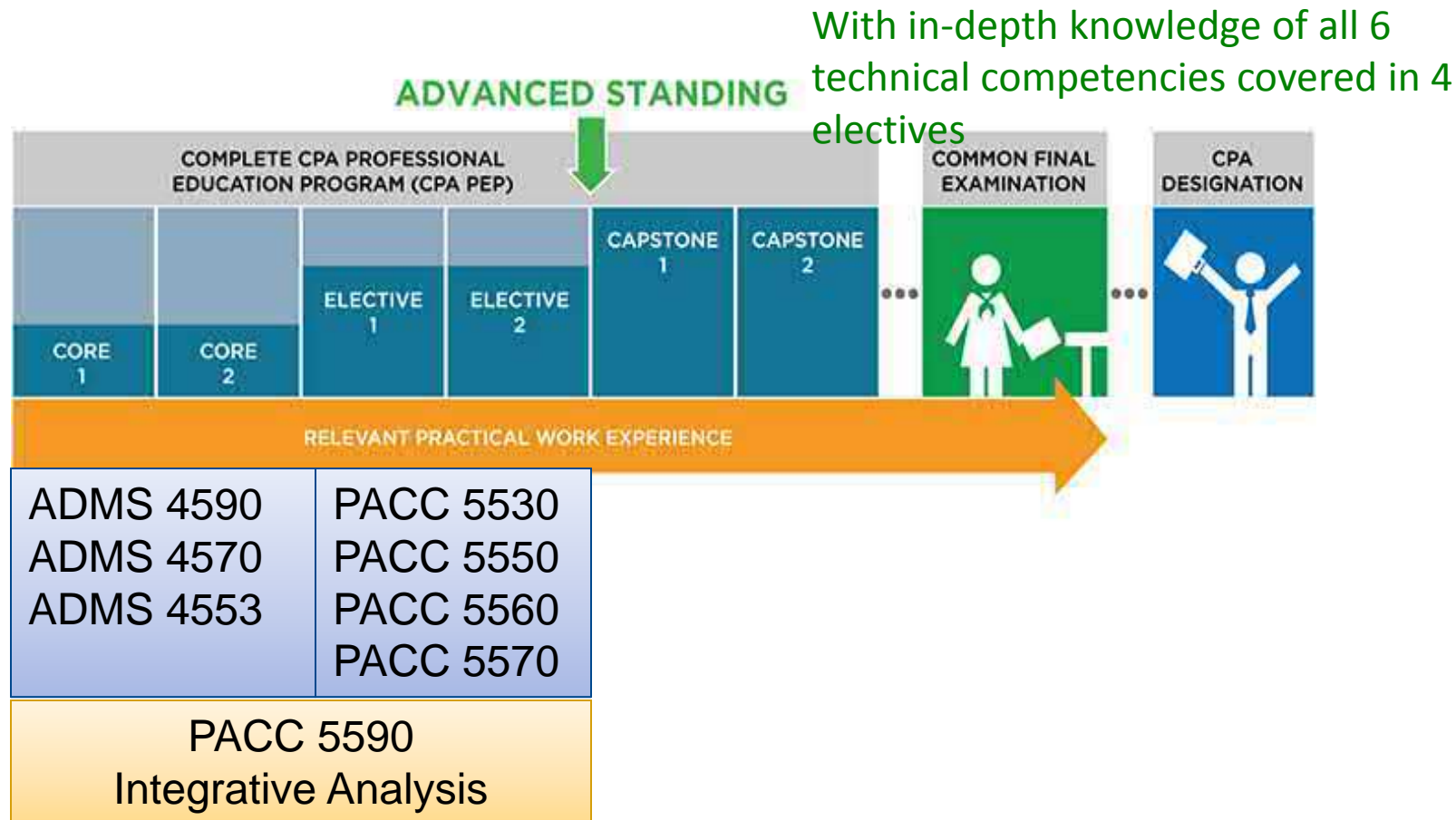
It should be pointed out that diploma graduates will take further qualifying exams with the profession post graduation and it is in our interest to have our program and evaluation methods to be rigorous. It is quite probable that pass rates for different business schools will be used by the profession as a basis for accreditation and accreditation is our goal.

YOUR MAcc JOURNEY

The Master of Accounting is a professional degree program designed to develop students' academic and intellectual abilities in all fields of professional accountancy. Successful graduates will have acquired in-depth knowledge in all of the sub-disciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination after graduation.



How the diploma takes you to Capstone 1



DIVISION OF STUDENTS

January 27, 2021

**Office of the University
Registrar**

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez
University Registrar

RE: Proposal for Non-Major Modifications to the Graduate Diploma in Professional Accounting

Bennett Centre for Student
Services
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
darran@yorku.ca

The proposal for the non-major modifications to the Graduate Diploma in Professional Accounting has been reviewed by the Office of the University Registrar.

We support the changes to the admission requirements and fee structure in this program and look forward to working collaboratively with the Faculty of Liberal Arts & Professional Studies on the implementation details in support of their requirements.

Sincerely,



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





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Memorandum

To: Ravi de Costa, Associate Dean, Research and Graduate, LAPS

From: Detlev Zwick, Interim Dean, SSB

Date: November 27, 2020

Subject: Non-Major Modification Program Change: Graduate Diploma in Professional Accounting

Schulich has reviewed the documents provided to us by LAPS in regard to the PACC Non-Major Modification Program Change for the Graduate Diploma in Professional Accounting. Thank you for the opportunity to review and respond.

This memo confirms that we are in support of this proposal.

We kindly request that going forward our faculties make sure consultation and discussions about proposed changes that may affect the other faculty and/or programs take place before the proposal is submitted.



The table below provides a summary of key differences among the three diplomas.

Comparison of York's Graduate Accounting Diplomas			
Comparator	School of Administrative Studies – Diploma in Professional Accounting	Schulich – Diploma in Intermediate Accounting	Schulich – Diploma in Advanced Accounting
Diploma Type	Type 3 – Standalone	Type 3 - Standalone	Type 1 – concurrent with MAcc
Admission Criteria	<ul style="list-style-type: none"> York BCom Honours (Accounting Specialization) or accounting certificate obtained a minimum C and average of B in each of the CPA required courses earned in the BCom Accounting degree; an overall GPA of 6.5 or higher in the following courses or their equivalents: ADMS 4520, 4570, 4551, 4553, 4561, 4540, 4900, 4590 SAS Non-York Canadian business degrees (with equivalent to prescribed courses) are evaluated on a case-by-case basis 	<ul style="list-style-type: none"> Undergraduate degree from a recognized post-secondary institution with a minimum B average in the last two full years (or equivalent) of academic work Prerequisites - Economics (Micro & Macro), Statistics and Corporate Finance <i>or</i> Canadian Business Law GMAT English proficiency if completed at non-Canadian university 	<ul style="list-style-type: none"> Schulich BBA and IBBA accounting stream graduates A minimum B (6.0) average in last two full years (60 credits) of academic work Non-Schulich students who have completion Core 1 and 2 of the CPA PEP are eligible to apply
Course Requirements	5 courses – PACC 5530, 5550, 5560, 5570 & 5590 (Students complete all 4 electives of CPA PEP)	<p>Term 0 of MAcc - Actg 6120, MAcc 5101, MAcc 5211, OMIS 6710, plus one of FINE 5200 or 6200 and</p> <p>Term 1 of MAcc – Actg 6140, Actg 6250, Actg 6550, Actg 6600, Actg 6710, MAcc 6201</p>	<p>Term 2 completion of 5 courses - MAcc 6301, Actg 6720 and any 2 elective options (deemed to complete CPA PEP electives):</p> <ul style="list-style-type: none"> Assurance – 6160, 6610 Finance – Actg 6310, Actg 6320 Performance Management – Actg 6650, Sgmt 6000 <p>Tax – Actg 6150, Actg 6730</p>
CPA Accreditation	York BCom (or degrees assessed by SAS as equivalent) + GDip (PACC)	MAcc	Schulich BBA or iBBA + MAcc (Term 2 and 3)
Eligibility Entrance to CPA PEP	After completion, students are eligible to enroll in Capstone 1 of CPA Canada Professional Education Program (PEP) Students deemed to have completed all 4 electives in PEP (only 2 are required but provides students with flexibility).	After completion, students are eligible to enroll in Term 2 of Schulich MAcc program Upon completion of MAcc, eligible to enroll in CPA PEP and write the CFE.	After completion student will have completed 2 electives in PEP and are eligible to enroll in CPA Capstone 1. OR Continue to Term 3 of MAcc. On completion of MAcc, eligible to enroll in CPA PEP and write the CFE (will only be awarded MAcc)

Proposed Revision to Graduate Studies Regulations on Comprehensive Examinations

Background and Rationale

The autonomy of programs in setting their comprehensive examinations is appropriate in light of the central role that field and disciplinary expertise play in determining the subject matter and format of examinations. However, concerns will arise intermittently related to procedure. Situations in which neither students nor faculty members may be fully aware of the structure of their examinations or the process of evaluation may increase psychological stress and increase the likelihood of ad hoc deviations from approved procedures.

Purpose

This regulation outlines the requirements for program-level guidelines regarding graduate milestone examinations (comprehensive examinations, qualifying examinations, research evaluations or their equivalent). The content, structure and administration of these exams may differ across programs, but their purpose is to determine if a student is suitably prepared to continue on to research for their thesis or dissertation.

The aim of this regulation is to provide a framework that will clarify what information must be communicated to a student and committee members, and the expectation that programs establish a timeline for the sharing of information to relevant parties.

Scope and Application

This regulation applies to all graduate programs (master's and doctoral) that include graduate milestone examinations as part of their degree requirements.

This regulation does not affect, nor should it be taken to influence, the administration of other examinations in the graduate program, such as language exams or those exams that are exclusively part of the assessment for a course.

Six areas are defined and outlined in the proposed revision. This information must be communicated to students in writing, and available for easy consultation in advance of the examination. Failure to provide adequate

information to students about the format and delivery of their examination(s) as well as other relevant policies may impede a student's academic progress, may negatively impact a student's well-being, and may call into question the integrity of the examination process itself.

Implementation Schedule

The revised regulation shall take effect for all applicable graduate programs 18 months following Senate approval. To ensure compliance with the revised regulation, graduate programs will be required to review their existing program requirements in light of the revised regulation and submit revised program documentation for review and recommendation for approval to their local program governance body and/or relevant anchor Faculty Council, where appropriate. Program requirements requiring approval by the relevant anchor Faculty Council must then be submitted to Senate's Academic Standards, Curriculum and Pedagogy Committee (ASCP) for approval.

Programs shall submit revised program requirements 15 months following Senate approval, at the latest, in order to meet the implementation date.

The Faculty of Graduate Studies will institute a digital platform for the sharing of program documentation, to be easily retrieved by both the program and Faculty moving forward to ensure consistency.

Existing Copy (Change From):	Proposed Copy (Change To):
<p>Comprehensive Examinations</p> <p>Individual graduate programs may require students to undertake comprehensive examinations. The specific requirements and evaluation procedures are determined by individual graduate programs, with the approval of the Faculty of Graduate Studies' Council.</p>	<p>Graduate Milestone Examinations</p> <p>Individual graduate programs may require students to undertake graduate milestone examinations (comprehensive examinations, qualifying examinations, research evaluations or their equivalent). Thesis or dissertation proposal requirements are separate from graduate milestone examinations, unless an aspect(s) of this requirement constitutes any or all of a program's milestone examinations.</p> <p>The specific requirements and evaluation procedures are determined and approved by individual graduate programs, in accordance with program procedures. Requirements and procedures outlined in the Academic Calendar are approved by the relevant anchor Faculty Council and by Senate. Approved program requirements and procedures must be filed with the Faculty of Graduate Studies.</p> <p>Areas of information that must be outlined in program examination guidelines include:</p> <ol style="list-style-type: none"> 1. Timing and Scheduling 2. Format and Structure 3. Accessibility and Accommodations 4. Assessment Criteria and Feedback 5. Outcomes of the Examination(s) 6. Procedures for Updating Graduate Milestone Examinations <p>Applicable information must be communicated to students in writing, and available for easy consultation in advance of the examination(s).</p> <p>1. Timing and Scheduling</p> <p>All program-level examination procedures must outline (or indicate where such information is available) the timing of the examination(s) in relation to other program</p>

	<p>milestones, such as the completion of coursework or the approval of a dissertation proposal.</p> <p>Excluding exceptional circumstances, the scheduling of the examination(s) – the relevant date, time and (where applicable) location – will take place and be communicated to students and all faculty members involved in the examination process no later than 20 business days prior to the examination(s) date. In the event that an examination must be rescheduled, students and all faculty members involved must be informed no later than 5 business days prior to the examination(s) date.</p> <p>2. Format and Structure</p> <p>All program-level examination procedures must specify the format, including relevant procedures, of the examination(s). The format may vary across programs and degrees but must be consistent in format for all students in a program.</p> <p>Programs may employ multiple formats in a single set of exams.</p> <p>Along with information about the format of the exam, students must be provided instructions on the duration of the examination(s) and use of aids and supports.</p> <p>3. Accessibility and Accommodations</p> <p>All programs should seek to design graduate milestone examinations in a manner that is accessible to all students.</p> <p>Students requiring accommodations are encouraged to contact the appropriate accessibility office at the university well in advance of the examination(s). In cases where a graduate program has local accommodation processes outlined as part of their graduate milestone examination procedures, this process must be outlined in</p>
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	<p>the program procedures and indicate how students may request an accommodation.</p> <p>Graduate Program Directors and faculty members should not adapt the format or scheduling of the examination(s) outside of consultations with the applicable accessibility advisor and/or in compliance with specified program procedures.</p> <p>In cases where accommodations not specified in advance are identified <i>in process</i>, ethical guidelines in the program will be adhered to in determining next steps.</p> <p>All accommodations must be made in consultation with the student and must follow applicable policies related to access to information and privacy.</p> <p>4. Assessment Criteria and Feedback</p> <p>Excluding exceptional circumstances, the process of assessment must be communicated to students no later than 20 business days prior to the examination(s) date. This information must include:</p> <ul style="list-style-type: none"> • Where appropriate, the process by which the examination questions are set • The structure of evaluation including, in the case of evaluation by committee, the process by which the committee's deliberation informs the final assessment • In the case of multi-part examinations, the weighting of examination components and whether or not the evaluation of each of the examinations is separate or integrated into a single decision • The evaluation criteria, which may include a grading scheme for the examination(s) <p>A written rationale for the final assessment should be prepared by the faculty members</p>
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	<p>responsible for evaluation. The assessment must be shared with the student in a manner that will allow them to understand the decision.</p> <p>5. Outcomes of the Examination(s)</p> <p>Prior to the examination(s), students must be given a list of all potential outcomes and be informed about how and when the outcome of their examination(s) will be communicated to them.</p> <p>The list of outcomes should include definitions of:</p> <ul style="list-style-type: none"> • Any outcome where the student is successful • Any outcome where conditions, revisions or re-examinations are required • Any outcome where the student is deemed to be unsuccessful. Unsuccessful outcomes should be limited to those circumstances in which students have no further opportunities to revise or repeat the examination(s) <p>All outcomes should be clearly aligned with the assessment criteria outlined in program requirements.</p> <p>When conditions, revisions or re-examinations are requested, the program documentation should indicate the scheduling time limits, as well as the minimum and maximum number of times an examination can be revised or repeated. Any alteration from the process of assessment (e.g., the choice of new examiners) for conditions, revisions or re-examinations must also be outlined in the requirements.</p> <p>In the event of conditions or revisions not being met or a re-examination is required, students may be placed on academic</p>
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	<p>probation for a period of time, as per a program's procedures.</p> <p>In the event of an unsuccessful outcome(s) where no further revisions or re-examination are permitted, a student may be required to withdraw from the program in line with program and Faculty of Graduate Studies procedures.</p> <p>Following the examination(s), programs must communicate in writing if the examination(s) has been passed. In the event of conditions, revisions, re-examination or an unsuccessful outcome, students must be provided a written outline of the grounds for this decision.</p> <p>6. Procedures for Updating Graduate Milestone Examinations</p> <p>High-level information about the purpose of examinations, their timing in the degree structure, their format and the role examinations play in academic progression should be included in the Academic Calendar.</p> <p>More detailed information, as required by this framework, can be documented in a program-level document, available on the program website and/or through the program office.</p> <p>Program procedures must outline the process for revising the examinations. These must be in line with program-level governance norms.</p> <p>Changes to the Academic Calendar must be approved by the relevant anchor Faculty Council and by Senate.</p> <p>Programs are responsible for ensuring consistency between information in the Academic Calendar and program-level documentation.</p> <p>All programs are strongly encouraged to incorporate regular reviews (every five</p>
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	years) of their examination requirements and procedures.
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2019-2020 Annual Report on Non-Degree Studies

Prepared by Lyndon Martin, Vice-Provost Academic, April 2021

Introduction

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, thus contributing to the priorities of the 2020-2025 University Academic Plan. They also diversify revenue streams for the University and provide an opportunity for Faculties to explore new and emerging areas of study.

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 reflects activities for the 2019-2020 academic year.

In 2019-2020 approximately 28,000 students participated in non-degree/non-credit courses or programs at York University. Overall, the School of Continuing Studies serves the highest number of students, followed by Schulich and Osgoode, and then Education which offers numerous additional qualification courses for teachers.

For the annual report, each non-degree studies unit was asked to provide a summary of enrolment activity comment on challenges and opportunities. Common among the challenges is the increased number of opportunities for life-long learners being offered at other post-secondary institutions, including institutions from outside of Ontario that are taking advantage of the large population base of the GTA. This, combined with cutbacks from government organizations for professional development, has the potential to curtail enrolments at York. Opportunities identified by units include close ties with industry partners and the possibility of re-definition of credentials as micro certifications and the digitization of these, for example, digital badges. The advent of COVID-19 restrictions in March 2020 had an impact on offerings as units pivoted to greater remote/on-line offerings.

There is a wide range of practices for offerings and the naming of programs across the units offering these courses and programs, and even within a unit. All programs are subject to the Revised Principles and Procedures Governing Non-Degree Activities at York University that were approved by York University's Senate in June 2019. Approval process documents and documentation, or plans for those approvals, have been received in the Office of the Vice-Provost Academic.

Reports from the School of Continuing Studies and participating Faculties are summarized below.

School of Continuing Studies

The York University School of Continuing Studies is a diverse community of learning united by a shared sense of purpose — achieving personal and professional growth in a world of constant change. The School of Continuing Studies is the fastest growing in Canada and in 2020, completed its 5th fiscal year. The School has two areas of focus: Professional Programs and the English Language Institute.

Professional Programs

The School offers part-time programs that serve working professionals, and full-time programs to serve recent graduates recruited both domestically and internationally. Programs may be aligned with professional certification (where applicable) and are available as in-class, blended, or online. Programs are co-designed and delivered by senior industry leaders within established, high-demand, and emerging professional disciplines.

Since the School's launch in January 2015, twenty-seven new certificate programs have been introduced in response to Canada's largest skills and employment gaps. York has also been the first in Canada to launch programs in emerging technology fields such as Machine Learning and Blockchain.

The School offers accelerated certificate programs in fields such as:

- Data, Information & Technology (blockchain*, people analytics*, cyber security, DevOps*, data science, machine learning, cloud computing strategy, IT audit)
- Business (accounting, human resources, business administration, risk management, information privacy*)
- Marketing, Communication & Design (digital & content marketing, UX design, full-stack web development*, public relations)
- Mediation (family mediation, dispute resolution)

* New in market since last report

In 2020, the School extended its agreement with Mount Royal University to jointly offer the Certificate in UX Design in addition to the Cyber Security program in Calgary. In 2019, the School partnered with Innovation York to offer students in its data science programs an opportunity to pursue entrepreneurial projects within the program curriculum.

The School's professional programming earned a major national award this year: a *CAUCE Program Award for the Certificate in Machine Learning*. The School was also named the *2019 Toronto Star Reader's Choice Gold Winner for Adult Education*.

In spring 2020, all programs were moved online. Enrolment in part-time programs increased in summer, in response to an intensive marketing and social media campaign, as well as the launch of the Continuing Studies Emergency Benefit. International enrolments saw a significant decline

In 2019/20, over 3,100 students participated from 71 different countries.

York University English Language Institute (YUELI)

The York University English Language Institute is one of the largest language institutes in North America, offering programs that are pathways to academic degrees. Among these programs are the Academic Program, Destination York Program, Pre-Destination York Program, YUBridge Program, Pre-Graduate Preparation Program and MBA/Specialized Master's program. The Institute works closely with Faculties and academic programs to ensure the adequate preparation of applicants for their desired programs. There are also summer and winter Immersion Language Programs.

This year, the Institute developed customized programs for students from Meiji High School in Japan, Mokwon University in South Korea, and Chitkara University in India. Other major custom programs were all deferred due to the pandemic.

The Institute plays a major role in the recruitment of international undergraduate students to York University. In fiscal 2019/20, 41% of York University incoming undergraduate international students were recruited by and completed their pre-university training at the Institute. Nearly 1,200 Institute graduates accepted offers to undergraduate studies at York University. This has grown from 547 in 2013/14, the year before the School was created.

The Institute was awarded the *iStudy Guide World Language School of the Year – North America award for 2019/20*, the second year in a row.

In spring of 2020, the Institute moved fully online. Enrolment in pathway programs dropped by an average of 50%.

In 2019/20, over 3,000 students participated from 42 different countries.

New School of Continuing Studies Building

In late March of 2020, construction developer Aquicon broke ground on the first dedicated structure for York University's School of Continuing Studies. The new five-story, self-funded building, located at the intersection of Pond Road and Ian McDonald Blvd. Occupancy for the new building is expected for late Fall 2021.

Education

The Office of Professional Learning offers a variety of innovative, responsive, and sustainable professional learning options for educators locally and internationally. All online, in-class and blended courses provide rich and engaging content and learning environments that support all types of learners.

The Office of Professional Learning is one of the leading providers of Additional Qualification (AQ) courses for Ontario certified K-12 teachers, with over of 90 different AQ courses accredited with the Ontario College of Teachers (OCT). Courses embrace an inquiry

approach to learning and intentionally use collaboration, reflection, and feedback as core instructional approaches. Moodle provides the platform for participant/participant, participant/instructor, and participant/content interactions. All courses are fully facilitated by an Instructional Leader. As mandated by the OCT, all Instructional Leaders are OCT certified educators and hold qualifications in the areas they instruct.

Over 140 AQ courses were offered in 2019-2020, and enrolment totaled over 5,200.

Glendon College

Through 2019-2020, Glendon continued to offer non-degree in English and French language courses and programs, focusing on newcomers to Canada and some targeted private training contracts.

In 2019-2020, approximately 250 students took non-degree courses or programs offered through Glendon.

Faculty of Health

Health Leadership & Learning Network (HLLN)

The Health Leadership and Learning Network (HLLN) in the Faculty of Health serves the health industry and community locally and nationally (professionals, management, leadership, front line staff, among others), as well as York alumni and other community members pursuing Life-Long Learning and advancing their skills within health areas. HLLN's non-degree activities contribute to advancing the health industry approach to improving the health system, clinical care and its management, and our overall health as individuals and a society, providing leading edge skills, new knowledge for clinical practice, management, staff and leadership. HLLN's programs focus on professional skills and competencies for individuals embarking on new careers, career advancement and career change, health organizational development, clinical leadership and change, and provides continuing education required for maintaining and achieving professional licensing.

Topics are based on health industry demands/gaps and they target jobs/careers, and personal goals (e.g. job skills, employer hiring, job trends, clinical practice/skills) from across the needs of the health industry and health care, prevention and "good health" promotion, as well as the larger society, and include specialties in the Faculty of Health.

HLLN also offers Continuing Education Units (CEU) that can be earned by regulated health professionals and allied health professionals. Current professions that can use HLLN's CEUs in a self-directed way include: Nursing, Occupational Therapy, Physical Therapy, EMS, Chiropractor, Acupuncturist, Massage Therapist, as well as those in emerging health care roles that do not have regulatory colleges, such as health coaching and patient navigation.

In 2019-2020 approximately 700 students were enrolled. 80% of students were in open enrolment options, and 20% through programs that were contracted to HLLN.

York University Psychology Clinic

The York University Psychology Clinic course participants are all professionals who provide/are interested in providing therapy/counselling services – or in the Emotionally Focussed Skills Training for Schools case – personnel who work in the school system. Some of these individuals belong to professional colleges such as College of Psychologist, or Social Workers or Psychotherapists – and attending these events may assist them in meeting professional development requirements for their particular college. However, the courses offered by the Psychology Clinic have nothing to do with professional licensure. Continuing education credits are not provided because there have not been enough resources to make an application to the Canadian Psychological Association who give out this ability. Participants are awarded a certificate of completion.

In 2019-2020, approximately 300 individuals participated in the nine courses offered.

Lassonde School of Engineering

The School's Non-Degree activities, although limited, were through the BEST entrepreneurship initiative where a range of audiences is served, from high school students to professionals looking for executive education programming for practicing engineers and entrepreneurs.

Lassonde has reestablished a Non-Degree Studies committee and expects to launch more online opportunities in the coming years.

The STEM Entrepreneurship Bootcamp, hosted in August 2020, included approximately 30 participants.

Osgoode Hall Law School

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, procurement officers, and senior healthcare executives, to name a few of our “non-lawyer” markets. 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 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 curricula are developed in concert with Advisory Boards or Program Chairs who are, for the most part, senior legal practitioners.

A growing part of offerings is in-house and customized training for organizations, primarily public sector organizations. In the period September 2019 through August 2020, approximately 5% of total non-degree revenue was from contract training, including the

following organizations: Correctional Services Canada, Condo Appeals Tribunal of Ontario (CAT), the Government of Nunavut, Sheridan College and the Ontario Securities Commission.

Upon the outbreak of COVID-19 in March 2020, Osgoode PD was able to shift quite seamlessly to a fully online environment for non-degree programs. Programs with learning outcomes requiring in-person attendance were shifted to new dates in 20-21; a handful had to be cancelled. As a result of the pandemic, paid attendance at non-degree programs saw a decline over this period. As a service to the community, however, Osgoode PD worked quickly with volunteer speakers between March and May 2020 to mount more than 15 complimentary online webinars dealing with critical COVID-19 related legal topics for multiple professions.

In 2019-2020, close to 10,000 students participated in Osgoode Professional Development programs. Approximately 250 students completed short exam preparation courses.

Schulich School of Business: Schulich Executive Education Centre

SEEC clients (“students”) are individuals that span the talent pipeline from emerging/early-in-career, careers transitions, high potentials, and senior leaders, and executives in private, public and NGO sector organizations. They are both domestic and international. The purpose of SEEC offerings is to allow life-long improvement of managerial skills for individuals in all sectors, thereby enabling higher performance and productivity, employability, career progression/transition of managers/executives and their organizations.

In response to the shifting marketplace and changes in demand for programming, as well as in response to COVID-19, all SEEC programs will be aligned to a new Career Path Model at three levels: 1) Emerge-Early-in-career; 2) Transitions- Mid-Career; 3) Mastery- Senior Career. In addition, three new BOPIC programs: Anti-Black racism, Unconscious bias, Inclusive leadership are planned, as well as a new suite of offerings for Early-in-career: Foundations Certificate in Business Administration, Career Empowerment program and 12 Essential Skill Builders. There is a plan to pilot test MOOC offerings in the Fall of 2021.

In 2019-2020 approximately 5,000 students participated in SEEC offerings. 28% of enrolment was through open courses and programs; 68% custom programs offered domestically, and 4% through customized international programs.

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 31 May 2021 and submits the following report to the full Committees.

Members present were as follows:

Lisa Farley (Member designated by APPRC, and Chair)
Lyse Hébert, Chair (Member designated by APPRC)
Sirvan Karimi (Member designated by ASCP)
Tom Loebel (Dean of Graduate Studies, ex officio)
Lyndon Martin (Vice-Provost Academic, ex officio)
Carolyn Steele (Member designated by ASCP)

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

1. Chairs Items

The Chair welcomed members and warmly thanked them for their service on the Sub-committee for the 2020-2021 academic year noting that a new Sub-Committee structure will be coming into effect in Fall 2021.

2. Cyclical Program Reviews (CPRs)

a. Status Report on CPRs and Rota

The Vice-Provost Academic briefed the Sub-committee on the impact of the pandemic on cyclical program review (CPR) processes. Meeting the CPR rota timelines has largely been maintained. Although there were some delays to the launch of a small number of program reviews, in most cases virtual site visits with external reviewers were able to occur within the current academic year, with only four carried forward into fall 2021. The shift to virtual site visits for external reviews has been an efficient process and has allowed for opportunities to engage reviewers who might not normally have been able to participate in-person. The CPRs and Rota are substantially on-track, and the 2021-2022 cycle is set to commence in the usual timeframe.

Joint Sub-committee on Quality Assurance

Report to the Full Committees

3. Legislative and Administrative Matters

a. Update on the Revised Quality Assurance Framework

The revised Quality Assurance Framework (QAF) was approved by the Ontario Council of Academic Vice-Presidents in February 2021 and all universities in Ontario are required to revise their respective IQAPs to align with new QAF. There will be a transition period to allow time for universities to make their necessary changes; it is anticipated that the *York University Quality Assurance Procedures* (YUQAP) will be updated and brought into alignment with the QAF by May 2022. The YUQAP is presently well-aligned with the QAF, requiring only minor revisions to be made. In the interim, a codicil to the existing YUQAP will be added to indicate which elements of the new QAF it will be implementing in advance of the revisions to the Procedures. The revised QAF can be found on the Quality Council's [website](#).

b. New Joint Sub-Committee Structure Effective Fall 2021

In June 2020, Senate approved revisions to the composition of the Joint Sub-committee structure for Quality Assurance, such that it will be composed of five directly-elected faculty members rather than members of the two parent APPRC and ASCP committees. The Joint Sub-committee will remain under the auspices of the Senate ASCP and APPRC committees to align with the aspects of their respective mandates for academic standards, curriculum and academic planning. The new composition model provides for members to be appointed for three-years through the Senate nominations and elections process, and able to meet with greater frequency and engage with greater concentration on the work of the Sub-committee. The Vice-Provost Academic and the Dean of the Faculty of Graduate Studies remain in the composition, and the Sub-committee would continue to report to ASCP and APPRC to ensure oversight and academic planning inform the quality assurance process.

The Sub-committee discussed a question about the ability of contract faculty to serve on the committee. The three-year membership term and the normally heavy workload of the body were mentioned as factors to consider. The Sub-committee acknowledged the important contributions that contract faculty can make to its work and committed to taking up the question as part of the first-year monitoring of the new membership structure.

L. Hébert, Chair