



York University Senate Notice of Meeting

Thursday, 27 April 2023, 3:00– 5:00pm

Via videoconference

AGENDA

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- 1. Chair’s Remarks (P. Puri)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
- 4. President’s Items (R. Lenton)

5min

- a. Emerging challenges and mitigation strategies
- b. Kudos Report1

20min

Committee Reports

- 5. Executive Committee (L. Sergio).....14

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- a. Senate Membership for 2023-2024 (For approval)

- 6. Academic Policy, Planning and Research (M. Moir)17

25min

- a. School of Medicine: Planning Prospectus (For discussion).....19

- 7. Academic Standards, Curriculum and Pedagogy (M. Bunch)25

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- a. Closure of the Certificat en rédaction professionnelle, French Studies Department, Glendon (For approval; Appendix A, P.31)

- b. Establishment of a Jewish Studies Certificate, Department of Humanities, LAPS (For approval; Appendix B, P.40)

- c. Establishment of a Cross Disciplinary Certificate in Children’s Literature, Department of Humanities, LAPS (For approval; Appendix C, P.66)

- d. Establishment of a new Specialization in Construction Law, Professional LLM program, Osgoode (For approval; Appendix D, P.94)

- 8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (M. Moir) 118

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- a. Report of the Sub-Committee on Quality Assurance 119

- 9. Awards 227

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- 10. Other Business

York University Senate

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11. Minutes of the Meeting of 23 March 2023 229
12. Minor changes to degree requirements for BBA and iBBA degree programs,
Schulich School of Business
13. Minor changes to degree requirements for PhD degree program in Law, Osgoode

P. Robichaud, Secretary

PRESIDENT'S KUDOS REPORT

APRIL 2023



York University's outstanding progress in sustainability earned it the distinction of being one of [Canada's Top 100 Greenest Employers](#) for the 11th consecutive year. This announcement comes on the heels of York's ambitious new sustainability goals, the appointment of the University's first chief sustainability officer and a targeted plan to achieve net-zero sooner. Canada's Greenest Employers 2023 competition, now in its 16th year, is designed to highlight employers in Canada that are leaders in creating a "culture of environmental awareness" through "exceptional sustainability initiatives," a feat York University has not only embraced but is committed to as one of its core values. The winners are chosen annually by Mediacorp Canada Inc., the organizers of the annual Canada's Top 100 Employers project.



York University's growing area of strength in water research, strong local and global relationships, and commitment to positive change has resulted in the University being named academic lead in the United Nations' (UN) new [Water Academy](#). The first-of-its-kind Water Academy brings together public and private sector partners from around the world to establish an innovative water training and education resource. Announced by the United Nations Institute for Training and Research (UNITAR) at the UN 2023 Water Conference, held in New York City between March 22 and 24, the Water Academy is a global multi-sector collaboration.



The annual [Research Festival at Glendon Campus](#) was held from April 4 to 6, celebrating the research achievements of faculty and students. Hosted by the Research Office at Glendon, the three-day event aims to showcase the research achievements of the community through conferences, book launches, student exhibits, presentations, awards and more.

APPOINTMENTS



[Chloë Brushwood Rose](#) has been appointed a three-year term as vice-provost, teaching and learning, commencing on July 1. Brushwood Rose is a faculty member in Education and currently serves as graduate program director in gender, feminist and women's studies at York. She has previously served as associate dean academic in Education and as Chair of the Senate Committee on Academic Standards, Curriculum and Pedagogy. At the core of all her administrative leadership and service activities is a commitment to strengthening the University's openness to a greater diversity of perspectives, programs and students.



Representing every Faculty at the University, the 2023 [Top 30 Alumni Under 30](#) are applying the skills, knowledge and learning experiences gained at York towards community service that benefits the public good. Included in the list are:

- Fikayo Aderoju, BA '22, Faculty of Liberal Arts & Professional Studies (LAPS)
- Batool Barodi, BSc '19, Faculty of Science
- Bianca Bondi, MA '19, Faculty of Health
- Victoria Canale, BSW '20, LAPS; MSW '21 Faculty of Graduate Studies
- Lucas DeLuca, MA '19, Faculty of Health
- Trevor Fairlie, JD '19, Osgoode Hall Law School
- Corey Fletcher, JD '21, Osgoode Hall Law School
- Philip Geller, MFA '22, School of the Arts, Media, Performance & Design
- Genevieve Giesbrecht, JD '20, Osgoode Hall Law School
- Clarelle Gonsalves, BSc '18, Faculty of Science
- Ying Gu, BES '15, MES '19, Faculty of Environmental and Urban Change (EUC)
- Maseh Hadaf, BSc '18, Faculty of Health
- Sheereen Harris, BSc '16, Faculty of Health
- Robert Ingino, BEng '18, Lassonde School of Engineering
- Shalini Iyer, BSc '20, Faculty of Science; MSc '22, Faculty of Health
- Sahar Jafrani, BA '17, Faculty of Health
- Sahil Kesar, IBBA '15, Schulich School of Business
- Ghazain Mazari, BA '17, LAPS
- Kate Haiyun Mossop, MLCE '21, Faculty of Education
- Theresa Nguyen, BEng '20, Lassonde School of Engineering; BA '20, LAPS
- Reni Odetoyinbo, BBA '18, Schulich School of Business
- Tobi Owotomo, BA '19, Faculty of Health
- Lela Pacitti-Sander, MES '17, EUC
- Amirarsalan Rahimian, BSc '21, Faculty of Health
- Gari Ravishankar, BHRM '18, LAPS
- Raghavender Sahdev, MSC '18, Lassonde School of Engineering
- Alyssa Segula, MBA '22, Schulich School of Business
- Korina Thomas-Reynolds, IBA '18, Glendon; BEd '18 and MEd '20 Faculty of Education
- Faridah Yagboyaju, IBBA '22, Schulich School of Business
- Iris Yusupov, BA '16, Glendon; MA '18, Faculty of Health; MBA '22, Schulich School of Business



The outstanding achievements of 70 York University faculty members were recognized on April 12 during the 2023 [Research Awards Celebration](#). The annual event, hosted by the Office of the Vice-President, Research & Innovation, celebrates the research contributions from York's community of changemakers over the last year. The recipients of this year's President's Research Awards are:

- Karen Burke, associate professor, School of the Arts, Media, Performance & Design, who was recognized with the President's Research Impact Award (PRIA).
- Jude Kong, assistant professor, Faculty of Science, and Taien-Ng Chan, assistant professor, School of the Arts, Performance, Media & Design, who were recognized with the President's Emerging Research Leadership Award (PERLA).
- Linda Peake, professor in the Faculty of Environmental and Urban Change, who was recognized with the President's Research Excellence Award (PREA).



[Yvonne Su](#), an assistant professor in the Department of Equity Studies in the Faculty of Liberal Arts & Professional Studies, provided expert testimony at the refugee hearing for a gay Venezuelan man seeking asylum in the United States. Su is an expert on forced migration. Since 2019, her research has focused on LGBTQ+ asylum seekers from Venezuela, where, as in many countries, a confluence of politics, religion and culture makes living an openly gay life dangerous. As one of the first migration experts to research these high-risk and hard-to-reach groups, Su's data set of experiences of violence is rare and necessary for informing policy. Su's testimony lasted 20 minutes, but the hearing itself went on for five or six hours. Afterward, the judge decided in favour of the asylum seeker.



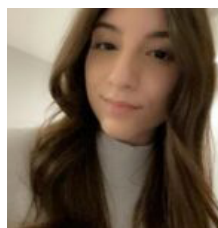
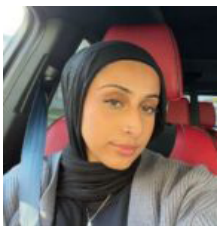
York University alum [Rosemarie Powell](#) (MES '15) will be honoured at the 2023 Harry Jerome Awards for her long-serving work in advancing social, economic and environmental justice. The Harry Jerome Awards recognize excellence in the African Canadian community. Powell will be presented with the Leadership Award on April 29 during the 41st Black Business and Professional Association Annual Harry Jerome Awards Gala. Powell is executive director of the Toronto Community Benefits Network, a non-profit community-labour coalition through which she advocates for disadvantaged communities and equity-deserving groups in the City of Toronto.



Professor Emeritus [Pat Armstrong](#) is this year's Hall Foundation Laureate for her outstanding contributions to the health ideals of equity, fairness, justice and efficiency. She will deliver the prestigious Hall Lecture in May at the 2023 Canadian Association for Health Services and Policy Research (CAHSPR) Annual Conference. CAHSPR is a multidisciplinary association dedicated to improving health and health care by advancing the quality, relevance and application of research on health services and health policy.



[Ramesh Venkatesa Perumal](#), a sessional assistant professor in the Faculty of Health, became the first doctoral graduate of York's School of Nursing program on February 21, when he successfully defended his dissertation, "Impact of social support and mentoring on career advancement of internationally educated nurses." Venkatesa Perumal's significant accomplishment is only the latest in an ongoing journey around nursing, which he has long considered his calling. He began his doctoral work in September 2018, and was one among several others positioned to be the inaugural doctoral candidates in the new PhD in Nursing program. In February of this year, he became the first to complete the program.



Four students from York University's Faculty of Education have joined educational developers at the [Teaching Commons](#) (TC) to create a new way of working together in partnership. The students, including teaching candidates Zainab Chaudhry, Theodora Dobbs and Lauren Wilson, and undergraduate educational studies major Corina Vitantonio, have just completed year-long placements with the TC. They work closely with educational developers Matthew Dunleavy, Lisa Endersby, and Lianne Fisher to think about how students can operate as partners, rather than as clients, in post-secondary education. Their work will form the foundation for future Student as Partners opportunities at the TC, and serve as a guide for future collaborations between students and staff or students and faculty.



On March 20, as a part of Climate Change Research Month, the 58th CENTRAL Canadian Symposium on Water Quality Research and the One WATER World Water Day Conference, York University hosted a screening of *Omiwatari*. The film showcased Associate Professor of Biology [Sapna Sharma](#)'s study of ice coverage of Japanese lakes throughout history to reveal pre- and post-industrial climate trends. Filmmaker and multimedia artist Zeesy Powers was attending a Royal Canadian Institute for Science lecture when she first heard about Sharma's research on *omiwatari*. Three years later, Sharma agreed to take part in a documentary on her work. Sharma provided the initial funding to get to Nagano. One year later, Powers was able to secure funding from the Canada Council for the Arts to complete it.



Researchers at York University aim to co-develop a Bicycles for Development Transnational Collective website to mobilize and amplify the efforts of those working in the bicycles for development field. The team is led by Faculty of Health Associate Professor [Lyndsay Hayhurst](#), and includes Faculty of Health graduate students Jessica Nachman, Natan Levi, Julia Ferreira Gomes, undergraduate student Isra Iqbal, Development Studies student Tayler Sinclair and former MA student Keiron Cobban. Together, the Bicycles for Development research team has co-created a digital platform to host resources, events and discussions for interested researchers, organizations, practitioners and advocates.



A real estate startup founded by [Schulich alums](#) has recently closed \$2.1 million CAD in pre-seed funding to fuel its North American expansion and product development plans. Launched in 2019, RealSage was founded by Arunabh Dastidar (MBA '19), Gaurav Madani (MBA '19), and Zain Nathoo (BBA '14). The company currently tackles the modern-day challenges of rental managers by enabling them to leverage their data and systems in innovative ways.



[Twenty graduating BFA students](#) from the Department of Dance in York's School of the Arts, Media, Performance & Design performed in *Colossus* at the Meridian Arts Centre, alongside dancers from Toronto Metropolitan University from March 22 to 26. Created by renowned Australian contemporary choreographer Stephanie Lake, *Colossus* has been touring to pre-professional training institutions around the world since its global premiere in Brisbane in 2018. Described as a tribute to collective humanity and the range of emotions inspired by existing alongside others, *Colossus* explores the delicate balance between intimacy and explosive expressivity and asks important questions about who individuals are within a collective.



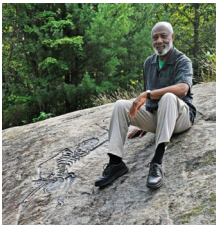
The Graduate Business Council (GBC) at Schulich hosted the final round of the 2022-2023 [Dean's Cup](#) case competition on March 17. The Dean's Cup is an annual case competition at Schulich involving student teams from all graduate programs who compete over four rounds to win the coveted title. The finale was sponsored by the Royal Bank of Canada (RBC) and the event was attended by Schulich Dean, Detlev Zwick, Associate Deans, Kevin Tasa and Ashwin Joshi, together with a number of Schulich professors and instructors, previous GBC Case Directors, past winners of Dean's Cup as well as industry professionals. The top five teams worked through a live case, developing a competitive strategy for RBC to attract newcomers in Canada and the winning team, Case Masters, led by first-year MBA student Kunj Shah, impressed the judges as well as the audience.



Professor [Anna Agathangelou](#) is the recipient of the Distinguished Scholar Award for Feminist Theory and Gender Studies from the International Studies Association. The International Studies Association is one of the oldest interdisciplinary associations dedicated to understanding international, transnational and global affairs. Founded in 1959, its more than 7,000 members span the globe – comprising academics, practitioners, policy experts, private sector workers and independent researchers, among others. The Association has long served as a central hub for the exchange of ideas and for networking and programmatic initiatives among those involved in the study, teaching and practice of International Studies.



Assistant Professor [Trevor VandenBoer of the Faculty of Science, and former York postdoctoral researcher Leigh Crilley](#), have developed groundbreaking equipment to measure indoor air quality for pollution. Air pollution in outside environments is something that has long been studied and measured. Indoor air quality, however, is something that has not been examined as closely, largely because there has been no easy way to measure it. However, the total reactive nitrogen (tNr) instrument, developed by VandenBoer and Crilley, uses an oven to measure a variety of chemicals that make up indoor air pollution and is the size of a small bookcase on wheels. In the future, it could be navigated through the doorways of homes and businesses to measure air quality in a kitchen, bedroom or basement by existing professionals with training similar to energy auditors.



The Art Gallery of Ontario (AGO) named [Tim Whiten](#), professor emeritus at York's School of the Arts, Media, Performance & Design and founding member of the visual arts program, winner of this year's Gershon Iskowitz Prize. As the most recent Gershon Iskowitz artist at the AGO, Whiten will receive a \$75,000 cash prize and have his works featured in a solo exhibit hosted at the gallery throughout 2025. The prize, created and funded by the Gershon Iskowitz Foundation, has been awarded via the AGO every year since 1986 to "a professional Canadian visual artist who has achieved maturity... and who is on the verge of using their creative energy to produce a significant body of work, or to continue their research." The Gershon Iskowitz Prize jury commended Whiten for the innate quality of his work to go beyond mere physical presentation and offer an ethereal experience to his audience.



[Five York alumnae](#) have been recognized for their leadership in driving impact, innovation and inspiration through their work and accomplishments in the Canadian tech industry and in the advancement of women as role models. Included in the 2023 Top 25 Women of Influence, a list curated by the women advocacy and support organization Women of Influence+, are alumnae Kristin Beardsley ('00 BA) and Paulette Senior ('90 BA). DMZ's 2023 Women of the Year, recognizing female trailblazers driving innovation in the Canadian tech industry, included three York alumnae: Hanna Zaidi ('12 BA), Kashmera Self ('99 BA); and Suzanne Knight ('11 MBA).





[York University Athletics & Recreation](#) hosted its 54th annual Varsity Athletics Banquet on April 6. The event marked the return of the in-person banquet following the live-streamed iteration of the 53rd award ceremony in 2021. This year's winners included:

- Jotam Chouhan, Women's soccer player, Female Athlete of the Year
- Soji Olatoye, Men's soccer player, Male Athlete of the Year
- Nia Fleming-Thompson, Women's soccer player, Female Rookie of the Year
- Victor Lai, Men's soccer player, Male Rookie of the Year
- Frankie St. Louis, Field hockey player Frankie St. Louis, Bryce M. Taylor Award (Outstanding Female Graduate)
- Xavier Pouliot, Men's hockey player, Outstanding Male Graduate Award
- Zeeshan Minhas, Field Hockey Coach, Coach of the Year
- Prince Kamunga, Basketball player, Charles Saundercook Memorial Trophy

Most Valuable Players:

- Women's Basketball: Lauren Golding
- Men's Basketball: Somto Dimanochie
- Women's Cross Country: Laura Peters
- Men's Cross Country: Abdullahi Abdullahi
- Field Hockey: Frankie St. Louis
- Football: Matt Dean
- Women's Hockey: Brooke Anderson
- Men's Hockey: Xavier Pouliot
- Women's Rugby: Erin Preston
- Women's Soccer: Jotam Chouhan
- Men's Soccer: Joe Mac
- Women's Tennis: Tamara Janev
- Men's Tennis: Max Tokarev
- Women's Track & Field: Ella Foster
- Men's Track & Field: Jeremy Elliott
- Women's Volleyball: Christina Piccinin
- Men's Volleyball: Andrew Tauhid
- Women's Wrestling: Willow Morton
- Men's Wrestling: Sabit Bin Mahir



A new online application from a team led by [Sean Rehaag](#), associate professor at Osgoode Hall Law School and director of its Refugee Law Lab, is designed to equip lawyers with critical legal data needed to improve their odds of winning refugee protections for migrants at risk. The Refugee Law Lab Portal, which launched on March 27, provides readily available legal analytics derived from all Immigration and Refugee Board (IRB) decisions and judicial reviews of IRB judgments by the Federal Court. The aim of the project is to maintain the portal's legal data so that lawyers can create "targeted" legal arguments, just as a doctor would use targeted medications to treat a patient's unique symptom profile.



York University's Lassonde School of Engineering welcomed the 2022 cohort of [Lassonde Scholars](#) on March 6 during a reception to celebrate their accomplishments. The newest recipients of the Lassonde Scholarship were joined by Pierre and Julie Lassonde of the Lassonde Family Foundation and Dean Jane Goodyer. The 14 students join a community of more than 100 Lassonde Scholars who demonstrate academic excellence, creative thinking and community leadership. The 2022 Lassonde Scholarship recipients are:

- Shahan Alexanian, computer science
- Jatin Chhabra, mechanical engineering
- Lucas Chua, electrical engineering, and Bergeron Entrepreneurs in Science and Technology (BEST)
- Shannon Fernando, atmospheric science, and certificate in meteorology
- Connor Humphries, space engineering
- Kiet Le, computer engineering
- Wan Ning Ma, computer science
- Pratish Patel, mechanical engineering
- Yisroel Rosenberg, civil engineering
- Fatema Roshni, mechanical engineering
- Glendon Stewart, computer engineering
- Misheel Tuguldur, computer science
- Kristin Villena, computer science
- Dominique Wanandi, civil engineering



A virtual tool developed by York University Osgoode Hall professor [Stephanie Ben-Ishai](#) has helped expand experiential learning. COVID-19 might have spurred interest in improving virtual learning experiences, but Ben-Ishai says that her desire to build better tools for teaching started long before the pandemic. To facilitate learning in the contract law course "Teaching and Learning Law," she developed an audiovisual technology that anticipates potential responses to questions and pushes students to come up with questions themselves, providing automatic feedback. Ben-Ishai developed the technology in partnership with Western University law professor David Sandomierski and a team of software developers. The virtual learning tool is now part of the Ontario government's eCampus Ontario site for open access.



The 2022 recipients of the [Nascent Co-op/Internship](#) Students of the Year Award have been announced. This annual award, sponsored by Nascent Digital, recognizes two students for their achievements and outstanding contributions in their co-op/ internship work term(s). The two winning students receive a certificate and a \$500 award from the Lassonde Co-op/Internship Program to recognize their achievements. This year's awards went to Yann Wang, a third-year computer science student in the process of completing a 16-month internship at CIBC in the role of Test Analyst Co-op, which she began in the winter of 2022, and Mohaimen Hassan, a third-year software engineering student. Hassan began his co-op term as an Associate Software Engineer at Deloitte in September 2021 and worked there until the fall of 2022.



Five awards were given out in early March at Lassonde's annual [BEST Startup Experience](#) event to celebrate innovative startups created by students.

The BEST Startup Experience is designed to be part of an experiential learning opportunity for students to solve real-world problems in a team environment by creating projects related to the United Nations Sustainable Development Goals. This year, the event brought together over 300 undergraduate and graduate students to work in teams on more than 60 projects. Awards include:

- First place: Carbon Report (Alvin Chan, Arjit Johar, Nitya Bhatt, Mike Shen and Tiffany Kwan)
- Second place: TranReality (Azwad Abid, Wachirawit Umpaipant, Madison Bardeel, Elijah Paulsen, John Brown, Francis Joseph Fajardo)
- Third place & People's Choice winner: Handi Fuel, (Muhammad Qasim, Daoud Ali, Jia Xu, Tarek Jarab, Mohamed Nizar, Sayed Suliman, Tariq Qureshey, Manala Perera)
- Special Award prize: LinkAssist (Shaheer Saif, Soo Min Yi, Jenny Zhao, Camie Wong)
- Just Do It Award: Tiffin Time (Imam Khalid, Jason Yang, Shafin Mahmud, Tariq Syed, Masrur Rahman)



Distinguished Research Professor [Sergey Krylov](#) of the Faculty of Science received the Collaborative Research and Training Experience (CREATE) grant from the Natural Sciences and Engineering Research Council of Canada (NSERC) to train the next generation of technologically advanced graduates. Krylov will lead a team of researchers and industry leaders in helping graduates meet the scientific and engineering challenges of tomorrow, as well as drive and support pharmaceutical drug discovery and vaccine development in Canada. The goal is to allow master's and PhD students to graduate from York with the technical and managerial skills to take on leading positions in new entities, and the drive to capitalize on disruptive technologies that could impact Canada's research and development in the pharmaceutical industry.



A paper co-authored by York University researchers that investigates how COVID-19 impacted the delivery of cardiac rehabilitation worldwide has earned the [Best Global Heart Journal Paper Award](#) for 2023 from the World Heart Federation. The award, which recognizes work that advances heart health and fights cardiovascular disease, will be presented at the World Heart Summit, May 19 to 21, to the team of researchers that includes York University Faculty of Health Adjunct Professor Gabriela Lima de Melo Ghisi (lead author), Professor Sherry Grace (senior author) and Adjunct Professor Susan Marzolini. The team studied the impacts of COVID-19 on cardiac rehabilitation around the world, with a focus on closures and the associated effects on patients and providers.



A silver medal finish at the 2023 National Public Administration Case Competition positions York University's [Glendon College](#) as second in Canada for excellence in Canadian public administration programs. Organized by the Canadian Association of Programs in Public Administration, the annual competition asked students to modernize transactions through a Central Bank digital currency, provide an assessment of the challenges and outline what their advice would be for decision-makers. Teams presented their cases to a panel of judges, spending 30 minutes sharing their research, analysis and predicted outcomes. The team was coached by Glendon Associate Professor Francis Garon, director of the Graduate Program in Public & International Affairs, along with Glendon instructor Andrew Mackey, senior policy and issues advisor, Deputy Minister's Office, Ontario Ministry for Seniors and Accessibility. The team of students included: Ruben Barragan Garay, Alicia Gordy, Vanessa Fecteau, Klausy Mathurin, Mathis Nouvelle, Taheera Sarker and Perry Sutton.



York University Professor and Canada Research Chair (Tier 1) in Sustainable Organomaterial Group Materials, [Thomas Baumgartner](#), has been selected as a 2023 Fellow of the Chemical Institute of Canada, an honour that recognizes the merits of members who have made outstanding contributions to chemistry. Baumgartner, who joined York's Department of Chemistry in 2017, has pursued ongoing research focused on the design of novel materials that can be used to lower humanity's carbon footprint and will provide knowledge crucial to the development of essential next-generation technologies for a sustainable future.



[Kanishka Sikri](#), a York PhD candidate studying race- and sex-based violence, will receive a Senior Women Academic Administrators of Canada (SWAAC) 2023 Graduate Award of Merit. Kanishka founded Lottet, a consulting firm that works with community, corporate, and government clients around the many forms of violence, from its racialized arm to its gendered leg to its ecological face and its epistemic shape. The firm has made an enduring commitment to addressing, preventing, confronting, and ultimately eliminating violence in society. Four Graduate Student Award of Merit awards, in the amount of \$4,000, are awarded annually to the women graduate students who have demonstrated outstanding leadership in the University or general community while maintaining exemplary academic records.



York students from the [Japanese Studies Program](#) in the Department of Languages, Literatures & Linguistics of the Faculty of Liberal Arts & Professional Studies garnered top prizes at the 34th Canadian National Japanese Speech Contest (NJSC). NJSC contestants, who are the first-prize winners in each category of the year's respective provincial Japanese speech contests, travelled from all across the country to compete together. This year, 25 contestants at four different levels of proficiency faced off at the national contest, which took place at the Toronto branch of the Japan Foundation on March 26. The three York students who finished in prize-winning positions were:

- Grand prize (advanced first): Risha Pelchat (AP/JP2010)
- Intermediate first: Ava-karie Hislop (AP/JP2000)
- Beginners third: Arman Ahmed (AP/JP1000)



York student and Glendon Spanish Language Assistant [Elizabeth Jefferies-Joseph-Oyerinde](#) participated in the 2023 Model Senate Simulation in Ottawa as a senate speaker. Representing colleges and universities across the country, this group of passionate students took charge of the Red Chamber and got a taste of what it was like to work as a Canadian senator during the event's 2023 edition, held on March 10 and 11. For the first time, Model Senate supported both virtual and in-person participation at the Senate of Canada Building in Ottawa. Seventy-four students gathered in Canada's capital for the occasion, while 14 participated online. Two students also shared the newly introduced role of Model Speaker of the Senate.



Two dozen third-year [Faculty of Liberal Arts & Professional Studies students](#) were recognized for their academic improvement and commitment to excellence. The Aspiration Award was created in 2017 to help increase graduation rates by acknowledging third-year students who have demonstrated academic improvement between their first and second years of study and face financial need. The 2022-2023 recipients include:

- Abdul Muqeeet Ansari, BA (Specialized Honours) in cognitive science
- Vanessa Crystal Bajnauth, BA (Honours) in law and society
- Jason Carneiro, BA, undecided major
- Shinelle Destiny Sincere Grant, BHRM, human resources management
- Orien King Qin Huang, BCom (Specialized Honours) in commerce (management)
- Sarah Nael Humidan, BCom (Specialized Honours) in commerce (accounting)
- Charos Khusheva, BA (Honours) in human rights and equity studies
- Matthew Mei, BCom (Specialized Honours) in commerce (management)
- Fatima Mirza, BA, interdisciplinary social science
- Aman Hussein Mohammed, BA (Honours) in political science
- Sarah Noor, BHRM, human resources management
- Huda Hashi Nur, BA (Honours) double major in international development studies and English
- Richard Mai-Dinh Huy Pham, BA (Specialized Honours) in English
- Natalie Christine Royer, BA (Specialized Honours) in speech and language sciences
- Sebastian John Cordeiro Sanginesi, BA, humanities
- Abdullah Syed, BA (Specialized Honours) in information technology
- Hajira Taimoor, BA (Honours) in business and society (global economy stream, social economy stream)
- Tianchai Viboonmethakorn, BCom (Specialized Honours) in information technology (business systems analysis)
- Justin Michael Walcott, BA, undecided major



York University's high-quality academic programming continues to position the institution as a leader in post-secondary education and drive positive change to right the future, both nationally and internationally, according to the [2023 QS World University Rankings by Subject](#) report. York ranks among the top 100 in the world for three subject areas: English language and literature, philosophy, and for the first time, performing arts. York University's School of the Arts, Media, Performance & Design (AMPD) is internationally recognized as an incubator for performing arts innovation. The QS rankings demonstrate that AMPD is a global example of how performance programs, such as dance, music and theatre, can connect all forms of arts, media and design to create positive change.



The Canadian Association of Programs in Public Administration and the Institute of Public Administration in Canada awarded the 2023 Pierre DeCelles Award to Professor [Naomi Couto](#), graduate program director, Master of Public Policy, Administration and Law Program, School of Public Policy & Administration, at York University. Professor Couto is a long-time instructor at both the undergraduate and graduate levels at the School of Public Policy and Administration at York University, with a record of excellence and innovation in the classroom. Her contribution to the quality of education as graduate program director and now as director has been outstanding, encompassing expanding course offerings, establishing a new program in municipal government, nurturing student and alumni associations, establishing links with public sector organizations, and mentoring individual students.



Longstanding York University community benefactors, [Mark and Gail Appel](#), have announced a donation of \$750,000 to support programs that foster deeper understandings of Jewish history and life, combat antisemitism and deter other forms of racism. Their gift will support important collaborations between the Israel and Golda Koschitzky Centre for Jewish Studies and the Faculty of Liberal Arts & Professional Studies, and contribute to the advancement of decolonization, equity, diversity and inclusion at the University.



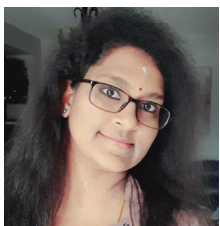
[York Dances 2023: Convergence](#) features new choreographic works of 27 third-year BFA majors performed by students engaged in all levels of York's programs in dance. In addition to steering their own creative processes, students led every facet of the production of *Convergence*, including costumes, lighting design, poster design and front of house. Supported by faculty and students, including guest artist and student Maxine Heppner, and current work-studies technicians, the show celebrates togetherness, individuality and the positive power of community.



[Arash Habibi Lashkari](#), Canada Research Chair in Cybersecurity and associate professor at the School of Information Technology and Faculty of Liberal Arts & Professional Studies, was a key contributor to the recent Council of Canadian Academies report *Vulnerable Connections* by the Expert Panel on Public Safety in the Digital Age. Sponsored by Public Safety Canada, *Vulnerable Connections* examines how harmful and criminal activities have evolved as a result of digital technologies, the resulting challenges this causes for policymakers and law enforcement, and possible opportunities in regulation, prevention and investigation of cyber-enabled harm.



[Three professors](#) will lead or join two programs launched by the global research organization, the Canadian Institute for Advanced Research (CIFAR), to delve into pressing, challenging questions facing science and humanity now and into the future. Professor H el ene Mialet of the Department of Science Technology and Society is the principal investigator and co-director leading CIFAR's Future Flourishing program, to which York's Faculty of Liberal Arts & Professional Studies Professor Kristin Andrews, of the Department of Philosophy, was named a new Fellow. Faculty of Environmental & Urban Change Professor Roger Keil was also named a Fellow of CIFAR's Humanity's Urban Future program. Successful programs were required to submit bold, new ideas that have the potential to be transformative in tackling complex questions affecting the world. Mialet, Andrews and Keil join a community of Fellows, Nobel laureates and some 400 researchers from around the globe.



Schulich School of Business is proud to announce that [Sahana Vijayakumar](#) (MBA Candidate '25) has been selected as the 2023 recipient of the Goldberg Leadership Award of Excellence. The award, valued at \$40,000, covers tuition and living expenses for one year and can be renewed annually. Established by Schulich alumni Richard Goldberg (MBA '86) and Yvonne Goldberg (MBA '86) in 2016, the Goldberg Leadership Award of Excellence will support an incoming MBA student, who has demonstrated academic excellence, outstanding leadership qualities, innovative thinking, and community involvement.



Fourteen Osgoode students have been honoured with [2023 Dean's Gold Key Awards](#) for their exceptional contributions to the law school. The awards, which were presented at a special event on March 22, are given every year to graduating students who have demonstrated remarkable leadership, commitment and enthusiasm through their participation in extra-curricular activities, peer mentorship, law school or university governance, clinical education, the Osgoode Hall Law Journal or other endeavours. The recipients were:

- Natalie Bravo
- William Brown
- Annika Butler
- Courtney Cameron
- Aya Fahmi
- Rotem Fellus
- Viktor Hohlacov
- Annie Hu
- Mona Karimi
- Frank Nasca
- Jaylene Olson
- Melissa Paglialunga
- Bunisha Samuels
- Christina Tassopoulos



York University faculty at the [Lassonde School of Engineering](#) are leading innovative solutions for cleaner water and a more sustainable world. As one example, Satinder Kaur Brar, professor and James & Joanne Love Chair in Environmental Engineering, and Pouya Rezai, associate professor, Department of Mechanical Engineering, are collaborating on a project, "Microplastics in Sewage Sludge Exploration and Detection (MISSED)." Led by Brar, the interdisciplinary project includes partners from York, other Canadian and international universities, and organizations in the public and private sectors. Well-positioned to have both a national and international impact, it strives to enhance the efficiency of wastewater systems and treatment processes (UN SDG 11) and lessen the effect microplastics have on the environment (UN SDG 6).



[Michelle Tsui-Woods](#), associate director of the kindergarten to industry (k2i) academy at York University's Lassonde School of Engineering, has been appointed as a board member of the Science Teachers' Association of Ontario (STAO), a provincial organization aimed at supporting science and STEM educators. Tsui-Wood's appointment to the STAO board will support the work that STAO does to engage and inspire STEM educators across Ontario. Her experience, leadership and expertise will provide a unique perspective for STAO as they build upon their successes and create new programs.



[Shirley Ann Brown](#), professor emerita of Art History and Humanities, has a major role in a documentary about the First World War memorial window in St. Bartholomew's Anglican Church in Ottawa, *In the Company of Angels*.



York University's [Department of Social Science](#) in the Faculty of Liberal Arts & Professional Studies hosted its annual Student Awards ceremony to celebrate the notable achievements of students in various disciplines within social science. The event, held on March 15, brought together staff, faculty, family and friends. This year, 36 awards were announced and presented to undergraduate students, including:

- Gordon Lowther Scholarship: Gundega Daugavietis
- Otto Friedman Memorial Scholarship: Priya Basra
- Otto Friedman Memorial Scholarship: Liam Ryan
- The Department of Social Science Award: Jesuran Prakashkumar
- Ellen Baar Award in Social Science: Ariana Zunino
- Lillian Lerman Book Prize: Kiyanna Malcolm
- Lillian Lerman Book Prize: Maria Gullusci
- Esiri Dafiewhare Scholarship: Zakirah Allain
- The Stevenson Scholarship in African Studies: Heather Tasker
- Joshua Yasay Memorial Scholarship: Favour Aina
- Criminology Honours Scholarship: Ariana Zunino
- Criminology 1650 Book Prize: Olivia Tassone
- The Law and Society Honours Seminar Prize: Nashane Ralph
- Jane Banfield Book Prize: Jonathan Garcia Barahona
- Jane Banfield Book Prize: Elizabeth Hamilton
- Jane Banfield Book Prize: Allegra Van Klink-Wylie
- The Law and Society Prize: Rida Shah
- The C. Jane Banfield Scholarship in the Social Sciences: Avneet Lubana
- The Business & Society Honours Award: Chi-Yun Lee
- Neil Reimer Scholarship: Julie Wilson
- Work and Labour Studies Student Achievement Prize: Nguyet Dao
- Health and Society Founders Prize 2000 Level: Amen Okungbowa
- Health and Society Founders Prize 3000 & 4000 Level: Jennifer Santin
- The Gina Feldberg Prize: Amanda Cowen
- International Development Studies Honours Award: Sabrina de Losada Casab
- The Latin American and Caribbean Studies Honours Award: Sabrina de Losada Casab
- Sarah Akhtar Memorial Undergraduate Award in International Development Studies: Kyung in Lee
- Sarah Akhtar Memorial Graduate Award in Development Studies: Eyram Agbe
- Sarah Akhtar Memorial Graduate Award in Development Studies: Malaly Bakhtbolland
- Interdisciplinary Social Science Award: Noel Mirzoyev
- Interdisciplinary Social Science Award: Riya Bhatla
- Marion Miller Urban Studies Award (3000 Level): Micah Meredith
- Marion Miller Urban Studies Award (4000 Level): Jordan Lopez
- The Social Science 3700 Urban Studies Prize: Steven Lum
- Frances Frisken Urban Studies Prize: Bruno De Marinis
- Mohamed Naim Malik Scholarship: Emily Lim

Executive Committee – Report to Senate

At its meeting of 27 April 2023

For Approval

a. Senate Membership 2023-2024

Having provided Notice of Motion last month, and upon Senate’s approval at that meeting of an interim change to the [Rules of Senate](#) to permit a one-year membership of Senate for the period 1 July 2023 to 30 June 2024, Senate Executive recommends:

That Senate approve the membership of Senate for the period 1 July 2023 - 30 June 2024 with a maximum of 169 and distribution as set out below, with the School of Arts, Media, Performance & Design, the Faculty of Liberal Arts & Professional Studies, the Lassonde School of Engineering and the Faculty of Science, as the anchor Faculties for Markham campus programming, encouraged to consider for the 2023-2024 interim year allocating one of their Faculty seats to be filled by a faculty member who will be based at the Markham campus:

Members specified by the York Act (Total of 21)

Chancellor (1)
President (1)
Vice-Presidents (5)
Deans and Principal (12, including Dean of Libraries)
Two-to-four members of Board (2)

Faculty Members Elected by Faculty Councils (Total of 99)

Arts, Media, Performance and Design **7** (minimum of 2 chairs)
Education **4**
Environmental and Urban Change **4**
Glendon **7** (minimum of 1 Chair)
Health **13** (minimum of 2 Chairs)
Lassonde **9** (minimum of 1 Chair)
Liberal Arts & Professional Studies **34** (minimum 13 Chairs and 2 contract faculty members)
Osgoode **4**
Schulich **5**
Science **12** (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

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

Executive Committee – Report to Senate

Other Members (Total of 13)

Chair of Senate (1)

Vice-Chair of Senate (1)

Deputy Provost, Markham (1)

Academic Colleague (1)

President of YUFA (1)

YUSA Member (1)

Member of CUPE 3903 (1)

Alumni (2)

College Heads (1)

University Registrar (1)

Vice-Provost Academic (1)

Vice-Provost Students (1)

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

Ex-Officio, Non-Voting

Secretary of Senate (1)

Rationale

In March, Senate approved a temporary change to the normal two-year membership period to one year to allow a proposal to come forward next year on a new membership model that integrates representation from the Markham campus. The proposed Senate allocations for 2023-2024 therefore are presented to Senate for approval (the changes from the 2021-2023 allocations are depicted in red text above).

The allocation of seats for full-time faculty members elected by Councils is determined by first calculating the proportion of the overall complement attributable to each Faculty (tenure stream, teaching stream and CLAs) based on the most recently available data (Quick Facts, OIPA Data Hub). Percentages are then applied to the full-time faculty member seats on Senate.

Minor adjustments to the Faculty seat allocations are necessary based on the calculation referenced in the previous paragraph; specifically, the allocation of seats for Glendon and Health is decreased by 1 each, and increased by 1 for both the Lassonde School of Engineering and the Faculty of Science.

The following standing considerations were also factored into the proposed membership:

- it has been a long-standing rule that no Faculty shall have fewer than four faculty member seats, and three Faculties (Education, Environmental & Urban Change and Osgoode) received additional seats according to this stipulation.
- since 2013, Glendon has been allocated two more seats than a strictly proportional formula yields by virtue of its special nature (an allocation confirmed by Senate in 2015).

Executive Committee – Report to Senate

The Committee does not recommend any changes in student membership. The relatively large size of the student population in Liberal Arts and Professional Studies continues to justify the allocation of four seats more than other Faculties.

FOR INFORMATION

b. Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate

Senate Executive has issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. All terms begin 1 July 2023. Information about membership opportunities and committee meeting times has been posted on an [Elections](#) page on the Senate website, including the [criteria](#) for all positions.

Senators are strongly encouraged to assist in the process of identifying prospective candidates. An online [form](#) is available for the purpose of suggesting the names of individuals. Questions on this process may be communicated directly to Cheryl Underhill of the University Secretariat (underhil@yorku.ca),

Poonam Puri, Chair

Lauren Sergio, Vice-Chair

Academic Policy, Planning and Research Committee Report to Senate

At its meeting of 27 April 2023

FOR INFORMATION

a. School of Medicine: Planning Prospectus

APPRC advised Senate in November that in late September the proposal for the York University School of Medicine had been submitted to the Province seeking authorization to proceed with a new school with government provision of operating funding and student residencies. In collaboration with the Provost and President, discussions have continued since the autumn to sustain continuous planning and readiness to proceed coincident with authorization from the Province.

The Committee believes it is important to provide certainty to Senate and the community on the planning and collegial governance processes that will lead to the development of a proposal to establish a School of Medicine for Senate and Board approval. To that end, a Planning Prospectus has been prepared that outlines the sequencing of actions and governance process that support planning for a potential School of Medicine; it is attached as Appendix A to this report. Providing information on the various planning phases undertaken and to come confirm where in the process the critical considerations, consultations and decision-making will occur. APPRC brings the planning document to Senate for discussion and input at this meeting.

APPRC and Senate have considerable experience establishing new Faculties at the University; four came to successful fruition in the last two decades (Health, Liberal Arts & Professional Studies, Engineering and Environmental and Urban Change), and a new campus is being developed for launch next year (Markham). Careful planning, dedication and support of the York community and its governing bodies coalesced to achieve these milestone initiatives in support of the respective UAP goals.

The establishment of a medical school is a significant and complex undertaking. It is one that requires government funding and confirmation of residency spaces before formal planning and legislative steps can proceed internally. York is at a unique stage in the process, with its proposal pending government authorization and wanting to proceed with the academic planning aspects for a School. As the administration works towards obtaining government's support, and in recognition of the significant engagement of colleagues in discussing the proposal over the last 12 months, it is important to keep Senate informed of the status of plans and to provide it an opportunity to share reflections on them. The Committee looks forward to hearing Senators' views and discussing any questions about the plans.

Academic Policy, Planning and Research Committee Report to Senate

b. Markham Campus

APPRC continues to monitor and provide input into the preparation of the academic dimensions of the Markham campus, including research, curriculum, and pedagogy. The Committee receives a monthly progress report from the Deputy Provost Markham, Gordon Binsted. The discussions with the Deputy Provost keep the Committee abreast of the preparations for the delivery of and support for the academic programming at the new campus and faculty engagement in research.

The issues discussed with the Deputy Provost in late March touched on the following:

- the continued development of campus enrolment and staffing plans
- the steady pace of construction to ready the building for Sept 2024, with some staff and faculty office occupancy planned in spring 2024
- the good progress on preparation of the interim facilities at the IBM satellite site to deliver the first year of the new Digital Technologies program in Fall 2023 before transitioning to the Markham campus in 2024, and the focused efforts to arrange the WIL components of the program with industry partners.

Michael Moir
Chair

Planning Prospectus on a School of Medicine: Sequencing of Actions and Governance Processes

PHASE 1: Consultations and Defining the Vision for the School <i>Spring 2021 – February 2022</i>	
Actions	Major Steps / Processes
<p>External consultations on the potential School of Medicine</p>	<p>Medical Education subject matter experts:</p> <ul style="list-style-type: none"> • sitting and former Deans/Directors of Schools of Medicine • medical school accreditation experts • academics, clinicians, and administrators with experience in medical school start up and progressive models of medical education <p>External healthcare community consultations across the catchment area, including:</p> <ul style="list-style-type: none"> • Hospital, notably Mackenzie Health and Cortellucci Vaughan Hospital (CEOs, clinical, teaching, and research leads) • Ontario Health Teams • primary care providers, including practicing physicians • public health agencies, chief medical officers of health • rehabilitation centres, women’s shelters, non-profit care providers, housing and other social service providers • long-term care facilities • community health centres and agencies (eg. Black Creek Community Health Centre) <p>Provincial, national and international consultations, including:</p> <ul style="list-style-type: none"> • municipal and regional government officials • non-profit agencies • Indigenous government and community leaders • businesses
<p>Internal consultations</p>	<p>APPRC and Senate Faculty Councils, departments, schools, individual faculty members Board Academic Resources and Executive committees, and Board of Governors York community via Town Halls Office of Institutional Planning and Analysis (enrolment modelling)</p>

<p>Establish the vision for the School of Medicine</p>	<p>Preparation of a conceptual proposal. Broadly established:</p> <ul style="list-style-type: none"> • the design of York’s SoM to address Ontario’s 21st century health and wellness needs through innovative curriculum, technology, and collaborations • the central features of the medical program (i.e., two-year pre-health program as an access bridge; a three-year degree program option; interprofessional primary care and population health-focused curriculum; integration of digital health technologies to enhance continuum of care; distributed learning model with community preceptors) • enrolment plan and business model principles for an initial cohort of 60 students in year one, growing to an entry cohort of 120 by year five and steady state enrolment of 360 students by year seven. <p>Conceptual Proposal submitted to Province February 2022.</p>
<p>PHASE 2: Advancing the Conceptual Proposal and Seeking Government Support to Proceed <i>Spring 2022- March 2023</i></p>	
<p>Actions</p>	<p>Major Steps / Processes</p>
<p>Further defining the conceptual proposal</p>	<p>Continued internal consultations to share ideas and receive input on the conceptual plan, and additional directions and options, to further its development.</p> <p style="padding-left: 40px;"><i>APPRC</i>: February and March 2022; Sept and November 2022; March 2023 <i>Senate</i>: March 2022 (consultation) <i>Faculty Councils</i>: throughout</p> <p>Continued external consultations to share ideas and receive input on the conceptual plan to further its development.</p> <p style="padding-left: 40px;">Medical education experts, physicians, health care providers, community partners in catchment area.</p> <p>Discussions confirmed enthusiasm for the initiative and the identification of broad opportunities for teaching, research and knowledge mobilization collaborations, and student placements / community based experiential learning options.</p>
<p>SoM location planning</p>	<p>Consultation with City of Vaughan on the provision of land at the VHCP (adjacent to the Cortellucci Hospital) for health-related education, research, innovation purposes including anchor facility for a potential School of Medicine.</p> <p>Agreement reached with City of Vaughan for provision of land: June 2022 (option for University to exercise within 8 years).</p>

<p>Preparation of Major Capacity Expansion Framework submission to Province.</p>	<p>Drawing on information and discussions from the internal and external consultations on the conceptual plans for a potential School of Medicine, preparation of a Major Capacity Expansion submission that builds on the Conceptual Proposal submitted to the Province (February 2022) and includes business case considerations aligned with the MCE criteria.</p> <p>MCE submission to Province September 2022</p> <p>APPRC confidential review and feedback on MCE submission, further discussion and input on content of proposal, additional information needed for collegial review, and collegial governance processes (Fall 2022/Winter 2023).</p>
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PHASE 3: Engaging collegial governance processes to advance academic planning
Timing TBD, following provincial approval to proceed

Actions	Major Steps /Processes
<p>Establishment of an Academic Advisory and Coordinating Group (AAC)</p>	<p>Creation of an advisory group to guide and facilitate the next steps in shaping the academic components of the School of Medicine, to sustain continuous planning and readiness.</p> <p>Chaired by the Provost, and in collaboration with APPRC, the AAC would include representation from APPRC, VPRI, Deans / Principal, and faculty members from across the University to ensure that interdisciplinary perspectives inform planning. Additional subject matter experts in medicine and medical education would be recruited who could either join the AAC as members, or support the AAC with advice.</p> <p>AAC will be mandated initially to identify the core academic components to be defined in the next planning phase, including:</p> <ul style="list-style-type: none"> • Administrative architecture of the SoM (e.g., new Faculty and its structure; new unit within an existing Faculty; new Faculty that is a combination of existing and new units) • degree program(s) to be offered (including core features such as program length, admissions, interprofessional learning, population health focus, community based learning, digital health) • related academic program areas for possible development • accreditation requirements • research and innovation focus areas • broad academic resource plans including impact on existing academic units and activities • potential academic, research, and community collaborations in the Vaughan Healthcare Centre Precinct and broader catchment area <p>AAC will establish sub-groups as needed to work in concert with AAC on elaborating any of the above.</p>
<p>Consultation by Academic Advisory and Coordinating Group</p>	<p>Focused consultations on these next stage academic planning aspects facilitated by the AAC group.</p>

	<p>Regarding the administrative architecture of the SoM, consultation and proposal development would commence with affected Faculty(ies) and associated units. Discussions would include matters of:</p> <ul style="list-style-type: none"> • the new unit structure • new academic programs to be offered • impact on existing programs • implications for research areas of strength and research culture • identification of resource issues • opportunities to integrate global health, climate change, and sustainability perspectives
<p>Regular liaison between the Academic Advisory and Coordinating Group, APPRC, Senate</p>	<p>Through the Provost and APPRC member(s), regular consultations and progress reports provided to the Senate committee and through it, to Senate. APPRC will bring at least two full updates to Senate for information and discussion before seeking <i>Approval in Principle</i>.</p>
<p>PHASE 4: Approval in Principle for a School of Medicine <i>Timing TBD</i></p>	
<p>Actions</p>	<p>Major Steps /Processes</p>
<p>Preparation of an <i>Approval in Principle</i> proposal for APPRC and Senate approval.</p>	<p><i>Approval in Principle</i> by Senate is helpful in providing APPRC, the administration and proponents of a major academic initiative with a sense of Senate’s general views and specific interests prior to intensive consultations, refinement of concepts and preliminary plans, and the development of associated plans.</p> <p>Information in the proposal to include:</p> <ul style="list-style-type: none"> • administrative structure, name, composition and core features of programs • rationale for its establishment: <ul style="list-style-type: none"> ○ teaching and learning ○ research opportunities ○ benefits to the university as a whole ○ benefits to the community, province ○ advancement of University Academic Plan and related strategies • enrolment projections and faculty complement • the curriculum (degree types and programs to be offered and future areas to explore) • planned inter-Faculty / interdisciplinary collaborations on programming • collegial governance structures • resource implications / budget framework • consultations processes that informed the planning and proposal

Faculty Council(s) review of <i>Approval in Principle</i> proposal	If proposed structure for the SoM in the <i>Approval in Principle</i> proposal is either for a new unit within an existing Faculty, or a new Faculty that is a combination of existing and new units, the proposal proceeds to the relevant Faculty Council(s) for review and approval.
APPRC review of <i>Approval in Principle</i> proposal	APPRC review and approval of the proposal, and recommendation to Senate for approval.
Senate review of <i>Approval in Principle</i> proposal	Senate review and approval of the proposal.
PHASE 5: Approval of a School of Medicine through Senate and Board Processes <i>Following Approval in Principle</i>	
Actions	Major Steps / Processes
Academic Advisory and Coordinating Group prepare the proposal to establish a School of Medicine	<p>Following approval in principle, AAC (perhaps with expanded membership) continues the considerations of academic planning, accreditation, research, academic resource, and Faculty governance issues. It facilitates necessary, appropriate and timely consultations that provides opportunities for all interested parties at the University to comment on the proposal. Senate committees invited to comment on the proposal from the standpoint of their mandates.</p> <p>From that final consultation, AAC refines the approval in principle proposal and develops a rationale for full and formal decision. The rationale will address the following:</p> <ul style="list-style-type: none"> • alignment with the UAP and university strategies • impact on York’s profile overall and in health • enrolments and recruitment • faculty complement • funding model, funding sources, and impact on the academic budget
Proposal proceeds through the Senate and Board governance processes	<p>Proposal proceeds for approval to:</p> <ul style="list-style-type: none"> • Faculty Councils (as necessary, see above) • APPRC • Senate; a Statutory Motion, requiring Notice of Motion • Board Academic Resources Committee and Board of Governors
Attendant changes to existing Faculties if structure for SoM is either a new unit within an existing Faculty, or a new Faculty that is a combination of existing and new units.	<p>Approval of changes if necessary for merger / dis-establishment of a Faculty.</p> <p>Proposal to relevant Faculty Councils, APPRC, Senate, and Board of Governors</p>
PHASE 6: Implementation and Attendant Processes	

Following Approval of the establishment of a School of Medicine

- i. Approval of Academic Programs**
- ii. Establishment of Faculty governance framework and related Senate governance changes**
- iii. Operational planning**

Actions	Major Steps / Processes
Development and review of proposals for new degree programs	Approval of proposals for establishment of new programs in accordance with the York University Quality Assurance Procedures. Approval through all governance paths, including Quality Council, accrediting bodies and MCU where relevant.
Establishment of new academic administrative positions	Identification and arrangements for associated new academic leadership administrative positions (e.g., Dean, Director of a School) Possibility of interim appointments to facilitate SoM implementation.
Establishment of a Faculty Council / governance body Changes to other governance structures	Identification of governance structures for the SoM / Faculty, and any associated changes to existing Faculty Council structures Possibility of the establishment of an interim Faculty Council to facilitate SoM planning and implementation. Identification of changes to Senate governance structures to reflect establishment of the SoM.
Finalize the budget framework; and budget planning	Under the guidance of a project implementation team and through consultations.
Full-time faculty complement and labour relations planning	Under the guidance of a project implementation team and through consultations.
Enrolment and recruitment planning	Under the guidance of a project implementation team and through consultations.
Physical space planning	Under the guidance of a project implementation team and through consultations.
Registrarial planning for the support of SoM	Under the guidance of a project implementation team and through consultations

Academic Standards, Curriculum and Pedagogy

Report to Senate

Meeting of 27 April 2023

FOR ACTION

a. Closure of the Certificat en rédaction professionnelle, French Studies Department, Glendon

ASCP recommends:

that Senate approve the closure of the Certificat en rédaction professionnelle, housed in the French Studies Department, Glendon, effective FW' 23.

Rationale

The full proposal and supporting documentation are available at Appendix A. The closure of the program is due to lack of enrolment. The program has been lacking enrolments since 2011 and, as such, it was opened for enrolment to non-francophone students, but enrolment did not improve. The program had two enrolments in 2019-2020, and zero in each of the following two academic years. No full-time faculty members are currently affiliated with the program. The program coordinator retired.

The French Studies department is studying options for offering a certificate that would better align with the Glendon and University academic plans, as it would include experiential learning opportunities.

The Language Program Coordinator supports the closure of the program. Two mandatory French language courses needed by the School of Translation will be assumed by the School of Translation, with support of the French Studies department.

Approvals: GL Faculty Council 24 March 2023 • ASCP 29 March 2023

b. Establishment of a Jewish Studies Certificate, Department of Humanities, LA&PS

ASCP recommends:

that Senate approve the establishment of a Jewish Studies Certificate, to be housed in the Department of Humanities in the Faculty of Liberal Arts and Professional Studies, as set out in Appendix B, effective FW'23.

Rationale

The Jewish Studies Certificate is an undergraduate disciplinary certificate to be housed in the Department of Humanities in the Faculty of Liberal Arts and Professional Studies. Both concurrent and consecutive options will be offered for this certificate. Students can apply for direct entry or during their undergraduate studies. The history and cultural practices of Jews around the world and in different eras form the focus of the certificate's study.

ASCP – Report to Senate

The existing 36-credit Advanced Certificate in Hebrew and Jewish Studies was created several years ago, before there existed a major or minor in Jewish Studies, to serve the needs of students in the Jewish Teachers Education program. It enables them to demonstrate competence in the field of Jewish Studies to employers and others in addition to competence in general education and pedagogy. Its demands in fact exceed those of the ordinary Jewish Studies major or minor and it requires more credits than most other Certificates offered at York. The proposed 24-credit Certificate differs from the existing one exclusively in that it does not have a 12-credit language requirement, which is a deterrent to many students interested in Jewish Studies. The proposed Certificate is meant to provide recognition for achieving a certain level of proficiency in the major themes, geography, and historical and cultural content of Jewish Studies in line with the expectations of other 24-credit Certificates offered at the university.

The proposed Certificate is in alignment with the University's commitment to diversity and globalization. The certificate also responds directly to the priorities identified in the University Academic Plan (UAP), and aligns with the LA&PS academic plan. The Certificate is proposed in order to meet the as yet untapped market of students who are interested in Jewish Studies but do not wish to commit to meeting the demands of the existing rigorous Certificate or of a major or minor in Jewish Studies.

As an interdisciplinary program, Jewish Studies draws on faculty in multiple departments and will be resourced by existing courses with room for additional enrolments. The Dean has confirmed support for the new program and the modest resources needed for it.

Approvals: LA&PS Faculty Council 9 March 2023 • ASCP 15 March 2023 • APPRC March 2023

c. Establishment of a Cross Disciplinary Certificate in Children's Literature, Department of Humanities, LA&PS

ASCP recommends:

that Senate approve the establishment of a Cross Disciplinary Certificate in Children's Literature, to be housed in the Department of Humanities in the Faculty of Liberal Arts and Professional Studies, as set out in Appendix C, effective FW'23.

Rationale

Children's Literature is a field conventionally associated with English literature studies that has a strong cross disciplinary relationship with childhood and youth studies. Since its inception, the Children, Childhood & Youth (CCY) Program (formerly Children's Studies) has offered a diverse range of courses that focus on the intersections of children's culture and children's literature. Many students in CCY also complete courses in children's literature administered by the Departments of English at the Keele and Glendon campuses. All the courses have high enrolment. Students have asked to have their course work recognized by a certificate in children's literature.

ASCP – Report to Senate

The undergraduate certificate will recognize and value the importance of children’s literature in the study of constructions of children, childhood, and youth. It will review many of the methodological approaches that have governed and continue to govern the literature intended for young people. It will analyze the significant ways in which children and youth are constructed differently in literature in different temporal periods, in varied international and transcultural contexts, and by means of a variety of literary forms and genres. This cross-disciplinary certificate in “Children’s Literature” will allow students to engage with texts in the field to examine how modes of representation shape our perceptions of children and youth in the contemporary global world.

The objectives of the certificate in children’s literature are to provide students majoring in humanities-related disciplines with critical cultural, social and textual perspectives on children’s literature studies. The certificate will appeal to students in programs such as Children, Childhood & Youth; English; and Humanities in the Faculty of Liberal Arts and Professional Studies, as well as those in the Concurrent Education program in the Faculty of Education. It will provide the critical humanities skill set required by students aspiring to careers in the education or library sectors, and to graduate degrees in Education; English and Children’s Literatures, and Childhood Studies. The new certificate supports the UAP Priority, 21st Century Learning, which looks to “attain our goal of providing every student with an experiential learning opportunity, regardless of program,” and “to create more physical and virtual capacity for active and collaborative learning”.

The department anticipates in-take into the undergraduate certificate would come primarily from steady-state enrolments among students already accepted into the CCY, English and Humanities major programs. The certificate will be offered as a concurrent option.

For its alignment with the goals of the Faculty and University Academic Plans, Dean McMurtry has confirmed decanal support for the Certificate and that it can be adequately resourced.

Approvals: LA&PS Faculty Council 9 March 2023 • ASCP 15 March 2023 • APPRC March 2023

d. Establishment of a New Specialization in Construction Law, Professional LLM program, Osgoode Hall Law School

ASCP recommends:

that Senate approve the establishment of a new Specialization in Construction Law in the Professional LLM program, Osgoode Hall Law School, effective FW 2023.

ASCP – Report to Senate

Rationale

The full proposal and supporting documentation are available at Appendix D. This proposal is for the addition of a new part-time specialization in Construction Law. This new part-time specialization will function in the same way as the other part-time Professional LLM specializations. It will require the completion of a total of 36 credits of course work, including a combination of required and elective courses and a research & writing requirement. The program's standard completion time will be six terms and courses will be available in a combination of in-person, hybrid, and online formats.

Construction Law is an increasingly complex field where there is a widespread recognition of the increased need for qualified legal expertise. This program is primarily designed to enable law and non-law graduates to develop in-depth knowledge of construction law and to provide graduate students with a unique opportunity to take specialized courses, obtain practical experience, learn from industry and professional leaders, and have the opportunity to conduct innovative research in this field.

The learning outcomes of this option will be focused on a thorough understanding of the core areas of construction law and the specialized features of the related areas in traditional disciplines, such as contract law, insurance law, dispute resolution, environmental law, business law, and regulatory policy and theory.

The form of assessments employed will be legal research and writing assignments, participation and simulation exercises, research papers, and take-home exams in line with other Professional LLM specializations. These assessments are developed through instruction modules, course discussion forums, and readings, including statutes, soft law instruments, case law, and academic literature.

In line with York's SMA 2022-2023 Education and Skills goal, this new specialization will ensure that students graduate with the skills and competencies required to succeed in the global knowledge economy and thrive as citizens and leaders.

Approvals: Osgoode Faculty Council 27 March 2023 • ASCP 12 April 2023.

Consent Agenda

e. Minor changes to degree requirements for the BBA and iBBA degree programs, Schulich School of Business

ASCP recommends:

that Senate approve the following changes to the BBA and iBBA degree programs housed in the Schulich School of Business, effective F2023:

- change the rubric of MGMT 2060 to SUST 2060.
- addition of SGMT 4150 to the list of course options

ASCP – Report to Senate

- removal of MGMT 4100 and INTL 4300 as core courses in the BBA and iBBA programs, respectively.
- a decrease of three-credits in the number of required courses, with the total number of required credits for the degree remaining unchanged
- include SGMT 4150 as a course exclusion for MGMT 4100 and INTL 4300
- include MGMT 4100 and INTL 4300 as course exclusions for SGMT 4150

Rationale

The change in rubric from MGMT 2060 to SUST 2060 reflects the fact that a new administrative Area entitled Sustainability has been created within the Schulich School of Business. This Area is now responsible for this course. Otherwise, the course is identical.

MGMT 4100 (Integrative Business Simulation) and INTL 4300 (International Business Simulation) are to be removed as core courses in the BBA and iBBA programs at Schulich respectively. They no longer significantly contribute to the overall program objectives. That said, the courses remain an important elective for those students who wish to expand their education in the area of strategic management. To that end, the BBA version of the course will be included in the list of electives students can take to specialize in Strategic Management. A new elective course is proposed (with a new rubric but same title). The content of the course will remain identical to the previous core course version.

Approvals: SSB Faculty Council 10 March 2023 • ASCP 29 March 2023.

f. Minor changes to degree requirements for the PhD degree program in Law, Osgoode

ASCP recommends:

that Senate approve the minor changes to degree requirements for the PhD degree program in Law, Osgoode, effective F2023.

Rationale

As a matter of longstanding practice, and per the Graduate Program Handbook, Graduate Seminar II has been strongly recommended as a degree requirement for PhD students. Graduate Seminar I has retained the course number listed in the degree requirements for the PhD and it is a mandatory course. Making Graduate Seminar II mandatory is a formalization of the program's approach to the importance of a foundation in research methodologies for doctoral students. As the PhD program is primarily an academic degree tailored to the creation of a professional class of scholars, the Graduate Committee and Osgoode Faculty Council regard fluency in research methodology to be a professional requirement, whether the PhD candidate intends to pursue those methodologies canvassed in the Seminar.

Approvals: Osgoode Faculty Council 27 March 2023 • ASCP 12 April 2023

ASCP – Report to Senate

For Information

g. Minor Modifications

The following minor modifications to curriculum were approved by ASCP.

Liberal Arts & Professional Studies

- Minor change in degree requirements for the Honours BA program in Cognitive Science

Lassonde School of Engineering

- Minor change in degree requirements for the BEng Computer Engineering
- Minor change in degree requirements for the BEng Software Engineering

Schulich School of Business

- Minor change in degree requirements for Master of Management degree program

h. *Common Language for Modes of Learning: Draft*

ASCP received a draft report from the AVP Teaching and Learning, for information and feedback. The AVP Teaching and Learning will share the draft report with community members, including posting in Y-File, distribution to Faculty Councils, etc., for feedback.

Martin Bunch
Chair

Closure of an Undergraduate or Graduate Program

I. Program Information

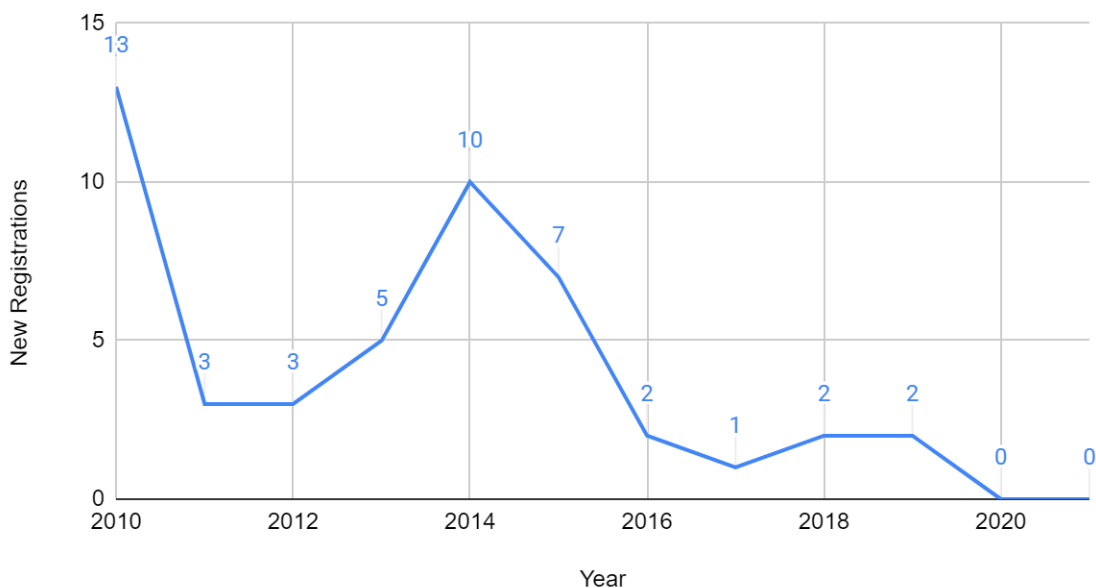
Name and Type of Program	Certificat en rédaction professionnelle
Home Academic Unit	French Studies Department (Glendon College)
Year Program Established	1999

II. Enrolment Data

Insert in the table below the enrolments in the program the past three academic years.

[2019-2020]	[# 2]
[2020-2021]	[# 0]
[2021-2022]	[# 0]

Number of new students in the Certificate per year



III. Reasons and Impact

1. Provide the rationale for the closure of the program.

The reason for closing this program is lack of enrolment. In 2011 already, the Certificate was struggling with enrolment. It was decided at the time to open the program to non-francophone students. However, the enrolment trend kept declining as shown by the new registration numbers in the chart above. From September 2020, the French Studies Department decided not to accept any new students in order to be able to officially close it.

2. Comment on the alignment between the closure and Faculty and/or University academic plans.

The closure of this program does not affect the Faculty nor the University academic plans. In fact, the French Studies department is currently studying options to offer a Certificate that would be more aligned with the Faculty and the University academic plans as it would include experiential opportunities through community placements.

3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them.

The Language Program Coordinator worked with the French Studies Chair, Professor Marie-Hélène Larochelle, throughout the Certificate closure process and she endorses this change (see email below).



Marie-Helene Larochelle

À : Muriel Peguret



Mer 08/03/2023 12:53

Bonjour,

Je confirme par le présent message que la direction du Département d'études françaises approuve la fermeture du Certificat de rédaction professionnelle.

Bien cordialement,

Marie-Hélène Larochelle

Directrice, Département d'Études françaises Professeure agrégée

Glendon Campus, York University

2275 Bayview Avenue

Toronto, Ontario


Canada M4N 3M6

Bureau: YH 228

Bureau virtuel: <https://yorku.zoom.us/my/mhlarochelle>

The Language Program Coordinator consulted the Chair of the School of Translation Julie McDonough on June 6th 2022 and again in September 2022. The School informed the French Studies Department that they were not interested in taking over the Certificate. Some of the certificate courses however are mandatory for their program. It was decided that two mandatory French language courses needed by the School of Translation (FRAN 3214 and FRAN 4212) would be taken over by the School of Translation (see email below). This decision was approved by the French Studies Department.

Certificat en rédaction professionnelle

 Julie McDonough Dolmaya
À : Muriel Peguret Lun 29/08/2022 09:00

Bonjour Muriel,

J'espère que vous avez passé un bel été.

Je vous écris pour faire suite à notre discussion à propos du certificat en rédaction professionnelle.

Le comité exécutif de l'École de traduction vient de tenir une réunion pour discuter des cours FRAN 3214 et 4212.

Nous nous sommes convenu que l'École ne peut pas offrir le certificat, puisque nous n'avons pas assez d'étudiants et d'étudiantes francophones. Par contre, nous aimerons rapatrier les cours FRAN 3214 et FRAN 4212. Si le département des études françaises nous le permet, nous aimerons soumettre au comité des programmes un changement au cours existant afin de changer le code de ces deux cours de FRAN à TRAN.

Très cordialement,

Julie

Julie McDonough Dolmaya, PhD, C.Tr. (ATIO)
Associate Professor | Professeure agrégée
Chair, School of Translation | Directrice, École de traduction
York University, Glendon Campus | Université York, Campus Glendon
Co-Editor: [The Journal of Internationalization and Localization](#)
Twitter: @jmdolmaya

4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program.

Three courses were specifically designed to support the learning outcomes of the program :

[GL/Fran 3214 3.00](#)
[GL/Fran 4212 3.00](#)
[GL/Fran 4312 3.00](#)

These courses will no longer be offered.

5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs.

No students are currently enrolled in the program.

6. What is the impact on faculty members affiliated with the program?

No full-time faculty member is currently affiliated with the program. The former Certificat en rédaction professionnelle Coordinator, Sylvie Clamageran is now retired.

7. What are the general implications for the diversity and availability of academic programming?

The implications are that this field of study will not be available for our students any longer. It is to be noted however that the lack of enrollment shows that the field of study was becoming less and less popular.

There was a discussion about trying to re-energize this specialization by intensifying recruitment efforts and rethinking the courses. However, the French Studies Department eventually decided to pursue new avenues for specialization that will be more in line with the University and the Faculty Academic plans.

York University

Notice of Intention to Closure of Program/Diploma/Certificate

Submission of a notice of intention to close a program must be submitted before developing a proposal and submitting through the approval processes.

This form is to be completed and sent electronically to YUOAP@yorku.ca prior to the development of proposal to close a program. Authorization to develop a proposal for closure of a program will be given by the Vice-Provost Academic within six weeks of submission of this form.

Faculty Name: Glendon College

Department Name: French Studies Department

Program Name: Certificat en rédaction professionnelle

Program Location (e.g. Keele, Glendon, Markham etc.): Glendon

Please refer to the YUQAP site for information on *major modifications and closure*. The program closure template is posted on the program closure site.

<https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>

<https://yuqap.info.yorku.ca/program-closure/>

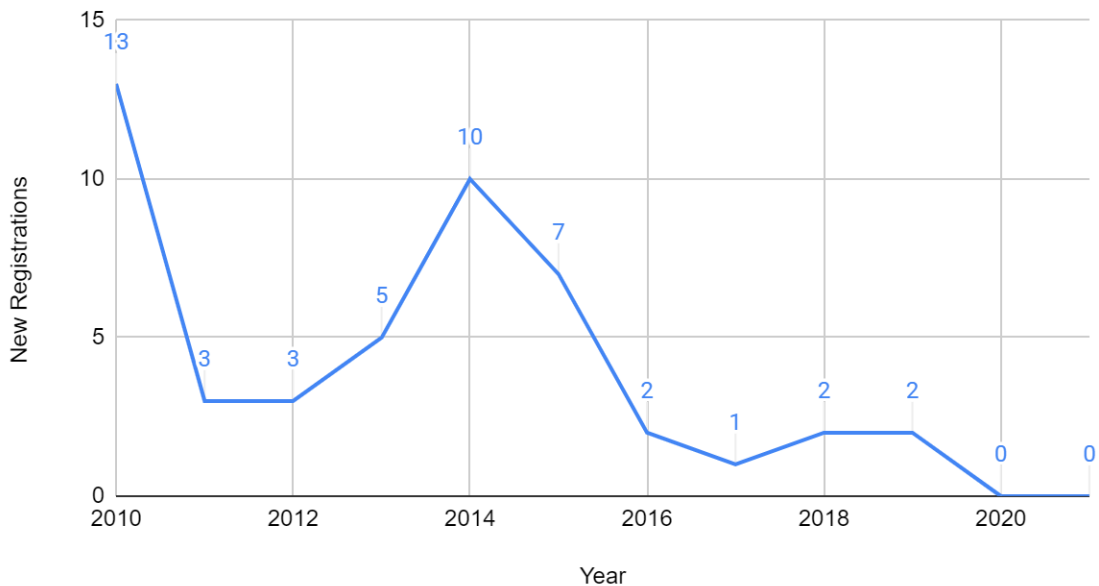
1. Intended closure date:

Fall 2023 (please note that the program does not accept new registrations since September 2020)

2. Short Description of the reasons for closure of the program. The short description should include some information on enrolment trends and deciding factors for closure of the program/certificate. (maximum 250 words).

The reason for closing this program is lack of enrolment. In 2011 already, the Certificate was struggling with enrolment. It was decided at the time to open the program to non-francophone students. However, the enrolment trend kept declining as shown by the new registration numbers below :

Number of new students in the Certificate per year



- 3. Consultation:** Provide details regarding consultations with other programs and or Faculties at York University or outside of York University. The purpose of the consultation is to ensure awareness of the closure of the program and implications for other programs and for students. Please describe the consultation process to date, including names and roles of those consulted and a summary of the feedback provided. (maximum 250 words)

The former Certificat en rédaction professionnelle Coordinator, Sylvie Clamageran, was consulted on many occasions between 2020 and 2022. It was discussed that FRAN 3214 and FRAN 4212 should be rethought to better address the need of an ever-growing student population of future French as a second language teachers. New directions were talked about including learning to use web tools for writing. It was mentioned that the Communications Program could be interested in collaborating on these ideas.

The Language Program Coordinator consulted the Chair of the School of Translation Julie McDonough on June 6th 2022 and again in September 2022. They informed the French Studies Department that they were not interested in taking over the Certificate. Some of the certificate courses however are mandatory for their program. It was decided that two mandatory French language (or an alternative) courses needed by the School of Translation (FRAN 3214 and FRAN 4212) would be taken over by the School of Translation. This decision was approved by the French Studies Department. The Communications department Chair, Alison Harvey, was made aware of this change and expressed interest in being kept in the loop regarding potential new content for these two courses.

Name and title of the proposal proponent: Muriel Péguret Associate Professor French Studies and Faculty of Education (coordinator of Language Programs in French Studies)

E-mail: mpeguret@glendon.yorku.ca

Telephone: 416-736-2100 ext 88242

Signatures required:

Program Proponent Muriel Péguret

Date :



17/11/2022

Dean/Principal of the Faculty

Date:

Marco Fiola



March 09, 2023



Memo

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3

Tel: 416 736 5396
Fax: 416 736 5876

vprovost@yorku.ca

To: Muriel Péguret, Coordinator and Associate Professor French Studies,
Glendon and Faculty of Education

From: Lyndon Martin, Vice-Provost Academic

Cc: Marco Fiola, Principal, Glendon
Audrey Pyée, Associate Principal Academic
Emily Rush, Director, Academic Programs & Policy
Pascal Robichaud, Secretary of the University
Frances Billingsley, Associate Registrar & Director, Student
Records & Scheduling
Nina Unantenne, York University Quality Assurance Procedures

Date: November 30, 2022

Subject: Closure of Glendon's Certificate in Professional Writing / Certificat en
rédaction professionnelle

As prescribed by the York University Quality Assurance Procedures, I am writing to acknowledge your submission of a notice of intent for the closure of the Certificate in Professional Writing / Certificat en rédaction professionnelle, and to authorize the development of a proposal that will make its way through the collegial governance process.

The closure appears appropriate given the declining enrolment, the closure of registration since 2020, and the outcome of the consultations that have taken place.

Please use the template for closures posted on the YUQAP website:
<https://yuqap.info.yorku.ca/program-closure/>

If you have questions about the process, please don't hesitate to contact us at
yuqap@yorku.ca.

Jewish Studies Certificate Proposal
Department of Humanities, Faculty of Liberal and
Professional Studies

June 29, 2022

Approved by the Department of Humanities September 20, 2021,
2021

Jewish Studies Certificate Proposal
Department of Humanities
Faculty of Liberal and Professional Studies

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Jewish Studies Certificate Proposal, Department of Humanities, Faculty of Liberal and Professional Studies

1. Introduction

1.1 Undergraduate Certificate Proposed

The Jewish Studies Certificate is an undergraduate disciplinary certificate to be housed in the Department of Humanities in the Faculty of Liberal Arts and Professional Studies. It can be pursued as a stand-alone certificate or by students already enrolled in an undergraduate degree program. Students can apply for direct entry or during their undergraduate studies.

1.2 Appropriateness of Certificate Name

The term “Studies” indicates the interdisciplinary nature of the certificate, while the term “Jewish” is widely accepted to refer to people who identify themselves as belonging to the ethno-religious group known as Jews. The history and cultural practices of Jews around the world and in different eras form the focus of the certificate’s study.

2. General Objectives of the Undergraduate Certificate

2.1 Brief Description of General Objectives

The existing 36-credit Advanced Certificate in Hebrew and Jewish Studies was created years ago, before there existed a major or minor in Jewish Studies, to serve the needs of students in the Jewish Teachers Education program. It enables them to demonstrate competence in the field of Jewish Studies to employers and others in addition to competence in general education and pedagogy. Its demands in fact exceed those of the ordinary Jewish Studies major or minor and it requires more credits than most other Certificates offered at York.

The proposed 24-credit Certificate differs from the existing one exclusively in that it does not have a 12-credit language requirement, which is a deterrent to many students interested in Jewish Studies. The proposed Certificate is meant to provide recognition for achieving a certain level of proficiency in the major themes, geography, and historical and cultural content of Jewish Studies in line with the expectations of other 24-credit Certificates offered at the university. It is expected to draw students already pursuing a degree at York as well as interested parties outside of York who seek to enhance their credentials for the purpose of employment and professional advancement.

2.2 Alignment with University and Faculty Missions and Plans

The proposed Certificate is in alignment with the university's commitment to diversity and globalization. It supports the university's commitment to demonstrating "leadership as a fully engaged, socially responsive institution" by providing a curriculum that meets the needs of our diverse student populations and contributes to the production of a generation of "socially conscious Ontarians" who can "guide our province to a world-leading sustainable future" (SMA, 1). Indeed, the certificate expresses several historical core values of York University: excellence, inclusivity and diversity, social justice and equity, and interdisciplinarity.

The certificate also responds directly to the priorities identified in the York University Academic Plan (UAP). Specifically, it addresses 21st Century Learning, according to which "[E]very York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant." It encourages knowledge of Jewish Studies among a larger and more diverse audience than the existing Jewish Studies Certificate, all the while imparting important skills that can be applied in multiple areas of study and professional engagement. It also addresses Living Well Together in the UAP by encouraging students who may not otherwise consider acquiring in depth knowledge of Jewish Studies to explore the subject further and to discover its relevance to other areas of study and its value for participation in broader society. For Jewish Studies to thrive at York, it is essential that efforts continue to correct the perception that it is only relevant or accessible to heritage learners or to those seeking a professional career linked to it. The diversification of candidates for the Certificate in Jewish Studies will help to foster "a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work." Ideally, it will also contribute to the goal of peaceable coexistence despite political differences on York's campus by making students more aware of Jewish history and culture. This is a necessary prerequisite for informed and civil discussions of antisemitism and the conflict surrounding Israel/Palestine.

The proposed certificate also aligns to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. By creating another version of the undergraduate certificate that is available to a wider range of students of diverse motivation, the proposed Certificate in Jewish Studies is part of our mission to "offer a broad range of rigorous curricular programs that engaged with emerging and longstanding local and global concerns and needs, including education for sustainable development." By positioning the certificate's relevance beyond the exclusive interest of Jewish students, the proposed initiative "[recognizes] the diversity of the LA&PS student body and the valuable insights provided by domestic students, international students, self-identified Black and Indigenous students, LGBTQ2S+ students, students with disabilities, and students from other equity-seeking groups."

3. Need and Demand

3.1 Similar Undergraduate Certificates at York

The proposed Certificate duplicates much of what is offered by the existing 36-credit Advanced Certificate in Hebrew and Jewish Studies but differs in that it does not require 12-credits of Hebrew. It is meant to expand the pool of Certificate candidates and to be in line with the norm of 24-credit Certificates at York.

3.2 Student Demand and Social Need

This Certificate is proposed in order to meet the as yet untapped market of students who are interested in Jewish Studies but do not wish to commit to meeting the demands of the existing rigorous Certificate or of a major or minor in Jewish Studies. In our experience, many students are deterred from pursuing the current 36-credit Certificate or a degree in Jewish Studies because of the language requirement and/or because their other academic commitments leave little time for the equivalent of an additional major. Moreover, many students “discover” Jewish Studies late in their undergraduate careers, leaving little time to begin studying a language. This certificate should be especially attractive to students who already have 6 or more or more credits in Jewish Studies and are eager for more but cannot commit to more than 24 credits. It should also be attractive to students who began a Jewish Studies major but realize they cannot complete it and still want to receive recognition for their studies in this field.

At present, a 36-credit Certificate, while well suited to meet the needs of students in the Jewish Teachers Education program, is something of an anomaly at York. Most York Certificates require 24-credits. A 36-credit Certificate seems unusually demanding in the eyes of undergraduates not enrolled in the Jewish Teachers Education program. Moreover, a 24-credit Certificate will offer both concurrent and stand-alone options, creating opportunities for individuals who are not also pursuing a BA at York. The Centre for Jewish Studies regularly receives inquiries from individuals who would like to acquire accreditation in Jewish Studies in order to advance their careers while working full or part-time.

A 24-credit Certificate will be an advantage to students applying for positions in a variety of jobs, especially those in Jewish communal work, education, diplomacy, and international business and law. It will also help to make in depth knowledge of Jewish history and culture accessible to a wider variety of students for the sake of their personal edification, thereby contributing to the good of society.

3.3 Projected In-Take

The certificate’s intended start date is fall 2023. We expect that the certificate will be attractive to students already at York, incoming students, and individuals in the work force seeking to enhance their credentials. We anticipate enrolments will initially be small, attracting

2-5 students in its first year but eventually achieving a steady-state enrolment of 15-20 students. The courses for the proposed certificate (see Appendix C) are widely enrolled in and are frequently offered.

4. Curriculum, Structure and Learning Outcomes

4.1 Certificate Requirements and Associated Learning Outcomes

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.

Students completing the Jewish Studies Certificate will, in compliance with Senate requirement for an undergraduate disciplinary certificate, complete a total of 24 credits, 18 of which must be at the 3000-level or higher. Students must also achieve a cumulative GPA of 5.0 or greater in the courses taken to satisfy the Certificate requirements. At least 12 credits of the disciplinary courses that meet Certificate requirements must be in addition to those used to satisfy requirements of an undergraduate major.

Among their Certificate courses, students take the following courses or approved equivalents: AP/HUMA 1880 6.00 The Jewish Experience: Civilization and Culture and AP/HUMA 3831 3.00 Torah and Tradition: Religious Expressions from Antiquity to the Present. HUMA 1880 6.00 acquaints students with the major themes and questions of the field of Jewish Studies, including its periodization, over a roughly 3000 year period. HUMA 3831 3.00 introduces students to the major texts, institutions, and sources of authority in Jewish society from antiquity until the modern era.

Students will satisfy the remaining 15 credits of the Certificate by taking elective courses among from those that count toward the requirements of the Jewish Studies major and minor. This division of requirements and electives is conceived to provide students with maximum flexibility to pursue their specific interests in areas such as religion, culture, history, the arts, language, literature, sociology, intercommunal relations, and politics after they have received appropriate orientation in the field.

See Appendix A and Appendix B for courses that align with degree requirements and learning outcomes.

4.2 Assessment Criteria

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

HUMA 1880 6.00 is a Foundations course. Students complete a range of assignments—including an oral presentation, multiple argumentative essays, and exams—each meant to develop specific writing, reading, research, analytical and thinking skills that will be critical to

students' overall success in the university and beyond. These assignments are supported by an in-class workshop about the use of academic sources, an academic integrity tutorial, and grammar and stylistics tutorials.

At the 3000 and 4000 focus levels, learning is assessed based on the particular humanities and fine arts approaches used. History, sociology, political science, and literature courses incorporate more extensive written assignments and research essays, class presentations and exams. Cultural studies and expressive arts courses incorporate these assessment strategies, as well as listening and comprehension tests, film and music video analysis, and writing/performance intensive components. Together these assignments are meant to develop and assess the transferable writing, critical thinking, analytical, research, and team-building skills foundational to a humanities education. These skills equip students for employment across a range of fields and prepare them for community involvement and other activities that require the exercise of initiative, responsibility, and accountability in both personal and group contexts. In addition, they provide students with the capacity for decision-making in complex contexts; the ability to manage their own learning in a range of environments; and the ability to work effectively with others.

4.3 List of Courses

Provide a list of courses that will be offered in support of the undergraduate certificate. The list must indicate the unit responsible for offering the course (including cross-lists and integrations), the course number, the credit value, the short course description, and whether or not it is an existing E) or new course (N).

See Appendix C.

4.4 Modes of Delivery

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

The required 1000-level survey course combines a large lecture with small tutorials of no more than 25 students, while the 3000- and 4000-level courses are usually conducted as two- or three-hour seminars with no more than 30 students or colloquia with no more than 20 students. Seminars may combine lectures and in-class discussions. Films, videos, music and digital media form an integral aspect of most courses, and courses occasionally feature guest speakers or artists. Courses incorporate technology to enhance learning and increase accessibility, including Power Point, eClass, e-Journals, online audio samples, and online services such as iTunes and YouTube.

5. Admission Requirements

The Certificate in Jewish Studies can be pursued as a stand-alone certificate or concurrent with fulfilment of the requirements for a bachelor's degree. This certificate is also open to students who already hold a bachelor's degree from an accredited institution and who are

admissible according to Faculty and University policies. This certificate is not, however, open to students who are pursuing or who already hold a degree in Hebrew and Jewish studies or the Advanced Certificate in Hebrew & Jewish Studies.

According to York's admission requirements, an Ontario high school student needs the following to be accepted into a Degree Program in Humanities:

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- Five additional 4U or M courses

These requirements are appropriately aligned with the certificate learning outcomes.

6. Resources

6.1 Faculty resources

Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate. Provide a Table of Faculty, as appropriate.

As an interdisciplinary program, Jewish Studies draws on faculty in multiple departments. These include experts in different disciplines whose research and teaching focuses in the area of Jewish Studies or in allied fields such as Christian origins and Middle East politics. The faculty listed in the table below teach most of the courses. Additional courses are taught on occasion by other members of the faculty or adjunct instructors. New resources will not be required for the proposed certificate.

FACULTY NAME & RANK	HOME UNIT(S)	AREA OF SPECIALIZATION
TONY BURKE, PROFESSOR	Humanities	Early Christianity, Jewish and Christian Apocrypha
CARL EHRlich, PROFESSOR	History, Humanities	Hebrew Bible, Ancient Near East
PHILIP HARLAND, PROFESSOR	Humanities	Religious and Social Life in the Roman Empire
SARA R. HOROWITZ, PROFESSOR	Humanities, DLLL	Holocaust Studies, Comparative Literature and Jewish Studies
DAVID KOFFMAN, ASSOC. PROFESSOR, SHIFF CHAIR FOR THE STUDY OF CANADIAN JEWRY	History	Canadian and US history, modern Jewish history, Antisemitism, Colonialism
MARTIN LOCKSHIN, UNIVERSITY PROFESSOR (EMERITUS)	Humanities	History of Biblical interpretation, Biblical and Rabbinic literature
RANDAL SCHNOOR, ADJUNCT FACULTY	Social Sciences	Sociology of Contemporary Jewish Life in North America, Gender and Sexuality, Antisemitism and Islamophobia
AHOVA SHULMAN, ASSOCIATE PROFESSOR	DLLL	Modern and Biblical Hebrew
KALMAN WEISER, ASSOCIATE PROFESSOR, SILBER FAMILY CHAIR IN MODERN JEWISH STUDIES	Humanities, History	Modern Jewish history, Antisemitism, Yiddish language and culture
LAURA WISEMAN	Humanities	Hebrew Language and Literature, Jewish Education

Table 1 Faculty resources, Jewish Studies Certificate proposal

Appendix A

Certificate Requirements and Associated Learning
Outcomes

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<p>-the ability to engage in sustained analysis of a range of different literary, visual, and other cultural productions</p> <p>-the ability to present ideas and arguments in a coherent and reasoned manner, both orally and in written works of a scholarly nature</p> <p>-an understanding of the significance of interdisciplinarity in academic research,</p> <p>-a familiarity with the contours of Jewish history, including its periodization, and with a variety of genres of cultural production ranging from classic religious and literary texts to works of the modern era that express aspects of the life of Jews as both individuals and as a collective</p>	<p>-demonstrate (i) an understanding of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts</p> <p>-identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the human and of human community that has as its basis the dignity of all</p> <p>-identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself</p> <p>-foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures</p> <p>-develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures</p>	<p>The Jewish Studies Certificate has much in common with the Humanities program, of which it was formerly a part, in its overall objectives and design. The objectives of the Jewish Studies Certificate are not attained through taking a particular course but through combinations of courses. Jewish Studies courses are not only interdisciplinary but also interdependent in helping students to achieve the program's expectations and goals. What Jewish Studies courses do share in regard to methods and activities, however, is the emphasis on and commitment to text-centered, discussion oriented tutorials and seminars in the effort to make as intense and as meaningful as possible the investigation of the complexity and diversity of the human experience through the study of both the internal dynamics of a single civilization – one which spans more than 3 millennia, encompasses virtually the entire globe, and demonstrates tremendous internal discontinuities and diversity alongside great continuities and commonalities - and its interactions with other civilizations.</p> <p>The theme of the required course (HUMA 1880 6.00: the Jewish Experience) is that of symbiosis and rejection – cultural, economic, political, etc. - between Jews and non-Jews as well as among Jews of differing backgrounds and points of view from the origins of the Jewish tradition to the present day. It sets the tone for further courses in Jewish Studies, introducing students to fundamental questions in the humanities as reflected in the Jewish tradition, and outlines the scholarly periodization of this tradition. Thereafter</p>

			<p>students are required to take the course HUMA 3831 3.00 (Torah and Tradition), which familiarizes them with foundational texts of the Jewish tradition and their interpretation and impact through the centuries.</p> <p>Students take 15 credits of electives without restrictions from courses grouped according to these categories: Antiquity to the Middle Ages; Early Modern to Contemporary Studies; Literature, Culture, and the Arts; History and Social Sciences; Classical Jewish Texts. The goal here is to expose students to the Jewish tradition from a variety of angles and in different time periods while asking many of the same questions - questions both particular to the study of Jewish civilization and questions that are broadly humanistic - and studying the responses of the tradition within different times and contexts and through different genres.</p>
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	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>2. Knowledge of Methodologies</p>	<p>-a knowledge of methodologies that span various disciplines and that will enable them to deal with the fundamental questions of what it means to be human, how we create value (and values), and how and why – or whether – those values are justified</p> <p>-an understanding of the evolving nature and subjectivity of human interpretations of texts deemed sacred or classical by a culture</p>	<p>-provide a critical analysis of how Jewish culture has historically encoded its beliefs and how it has transmitted them</p> <p>-ask cross-cultural questions in the attempt to find the best solutions to the social or political crises of our time and develop cross-cultural perspectives on historical, philosophical, political and aesthetic developments</p> <p>-understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the human as found in literature, psychology, sociology, cultural studies, philosophy, theology.</p> <p>-take from the Humanities both the importance of and commitment to critical skills (critical thinking, reading, and writing)</p>	<p>The introductory courses develop cross-cultural perspectives of the historical, philosophical, religious, legal and political developments of Jewish life both in a sovereign Jewish state and in the Jewish diaspora to better understand the development of Jewish civilization and its interaction with other cultures. It also develops critical skills as a foundation for thinking within a global curriculum. Knowledge of perspectives and skills are assessed through essays, textual analysis, tests and oral presentations.</p> <p>- Upper-level cultural studies, literature and music courses employ theoretical approaches to various aspects of Jewish cultural production (fiction, theatre, music, film, art, etc.) and introduce students to key questions in the field of Jewish Studies. Students are assessed using research essays, literature reviews, performance intensive components, listening and comprehension tests, literary analysis, film critiques, close readings and exams.</p> <p>- Upper-level history courses explore a range of historical texts, including primary and secondary sources, archival research and autobiography to evaluate competing narratives of the past. Students are required to gather and assess primary historical evidence in an oral history project and other research assignments.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>3. Application of Knowledge</p>	<p>-qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring (i) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts; (ii) working effectively with others; (iii) decision-making in complex contexts</p>	<p>-consider the ethics, concepts, and beliefs of the Jewish tradition</p> <p>-address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other</p> <p>-consider the causes and nature of hatred and discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices</p> <p>-consider the effects of trauma on the development of a civilization as a collective and on its individual members</p>	<p>The first year required course considers the ethics, concepts, and beliefs of Jews and examines their collective myths as well myths constructed about them by non-Jews. It emphasizes both symbiosis and rejection between Jewish and non-Jewish societies, including the case of genocide and its aftermath. Upper level courses focus on specific themes and methodologies (e.g., historical analysis, gender studies, sociology).</p> <p>- In all courses, assignments (media reviews, film critiques, critical reflections, research essays, case studies, etc.) require students to apply their knowledge to a much wider social context. Group presentations and projects also develop students' capacity to work in teams, articulate problems from multiple perspectives, and develop models for social transformation.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>4. Communication Skills</p>	<p>-the capacity to make reasoned arguments, both orally and in written form, and to present information in a coherent fashion to different types of audiences</p>	<p>-be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself)</p> <p>-and thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology...</p>	<p>Lectures and tutorial discussions in the introductory course allow students to engage the terms and concepts of various kinds of discourse and to be critically responsible for the principles and values they find in and bring to the analysis of texts. Students are encouraged to be thoughtful and self-reflexive and to allow room for multiple voices and perspectives.</p> <p>- Upper-level courses continue and expand this awareness of one's relationship to various texts and to others and employ critical textual and discourse analysis to assess multiple theoretical positions and build thoughtful and defensible arguments.</p> <p>- All courses from the first to fourth-year levels build strong writing practices and oral presentation skills, as well as research skills.</p> <p>- A broad range of assignments across courses (research essays, critical discourse analysis, media reviews, oral and group seminar presentations, analytical reading presentations, critical reflections, journals, and performance workshops) expose students to multiple forms of communication and help them articulate original ideas of their own and to critique the ideas of others respectfully.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>5. Awareness of Limits of Knowledge</p>	<p>-cognizance of the diversity of points of view regarding multiple facets of the Jewish tradition and the impossibility of demonstrating or disproving the absolute superiority or rectitude of any one interpretation of its origins, its sources of authority, its values, or its relevance for living in a complex society</p>	<p>-take into account, in both their oral and their written work, how Jewish culture uses different modes of communication for conveying its fundamental questions and beliefs</p> <p>-show an awareness of the way in which different texts, traditions, and schools of thought within Judaism interpret the world and a respect for the uniqueness of each</p> <p>-ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.</p>	<p>Common assignments include argumentative essays, oral presentations, and media presentations in which students are required to defend an argument or perspective about polyvalent texts using various types of evidence and lenses of analysis. Students are encouraged to pose and respond to epistemological questions in courses at all levels.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>6. Autonomy and Professional Capacity</p>	<p>-qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring:</p> <p>(i) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts</p> <p>(ii) the ability to work effectively with others</p> <p>(iii) a capacity for decision-making in complex contexts</p> <p>(iv) the ability to manage their own learning in a range of environments</p>	<p>-do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts</p> <p>-engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues</p> <p>-create for themselves a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others</p>	<p>Courses together offer a comprehensive understanding of Jewish cultures and societies through an interdisciplinary and intertextual lens with students taking responsibility for their learning by translating knowledge learned into original research (oral history project, musical composition and performance, research essays, oral presentations).</p> <p>- All courses develop strong writing, analytical, problem solving and research skills through a range of assessment methods (essays, research proposals, literature reviews, research projects).</p> <p>- Critical thinking skills are assessed through essays and research papers, as well as through close readings, literary analysis, media reviews, and film and video critique.</p> <p>- Individual and group presentations and oral participation are also built into all courses to develop oral communication and teambuilding skills.</p>

Certificate Specific Learning Outcomes

1. Depth and Breadth of Knowledge

- demonstrate an understanding of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today)
- demonstrate a knowledge of Jewish history as it relates to different historical and geographical contexts

2. Knowledge of Methodologies

- Critically analyze how Jewish culture has historically transmitted its beliefs.
- Critically discuss and explain cross-cultural perspectives on Jewish history.

3. Application of Knowledge

- Analyze the relationship between the dominant and marginalized cultures
- Analyze key concepts, methodologies, and theoretical approaches to the studying Jewish history and culture.

4. Communication Skills

- Communicate in oral and written form key concepts and major texts
- Communicate in a critically responsible manner on significant works (e.g., textual, film, art, etc.).

5. Awareness of Limits of Knowledge

- Determine and interpret the diversity of points of view regarding multiple aspects of the Jewish tradition

6. Autonomy and Professional Capacity

- Conduct original research and prepare original work.

Appendix B

Curriculum Maps

Curriculum Map

Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 additional credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

Mapping of Required Courses to Certificate-Specific Learning Outcomes

Program Learning Outcomes	Core Courses	
	HUMA 1880 6.00	HUMA 3831 3.00
Depth and Breadth of Knowledge		
Demonstrate an understanding of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today)	I	I/D
Demonstrate a knowledge of Jewish history as it relates to different historical and geographical contexts	I	I/D
Knowledge of Methodologies		
Critically analyze how Jewish culture has historically transmitted its beliefs.	I	D
Critically discuss and explain cross-cultural perspectives on Jewish history.	I/D	D
Application of Knowledge		
Analyze the relationship between the dominant and marginalized cultures		
Analyze key concepts, methodologies, and theoretical approaches to the studying Jewish history and culture.	I	I/D
Communication Skills		
Communicate in oral and written form key concepts and major texts	I	D
Communicate in a critically responsible manner on significant works (e.g., textual, film, art, etc.).		
Awareness of Limits of Knowledge		
Determine and interpret the diversity of points of view regarding multiple aspects of the Jewish tradition	I	I/D
Autonomy and Professional Capacity		
Conduct original research and prepare original work.		

Appendix C List of Courses

Not copied for Senate; available upon request from the University Secretariat

Appendix D Calendar Copy

Not copied for Senate; available upon request from the University Secretariat

Appendix E: Support Statements

October 1, 2021

Kalman Weiser
Department of Humanities, York University
754 Kaneff Tower

Email: kweiser@yorku.ca

Dear Professor Weiser:

Re: Decanal Support for the Jewish Studies Certificate Proposal

I am pleased to provide you with a letter of support for the major modification to introduce a new version of the Jewish Studies Certificate to be housed in the Department of Humanities.

The proposed certificate aligns to the principles of the University Academic Plan, 2020-25. Specifically, the introduction of a 24-credit certificate to complement the existing 36-credit Advanced Certificate in Hebrew and Jewish Studies aligns to the principles of “21st century learning” (diversifying who, how, and what we teach) and “from access to success” in providing a pathway to credential completion for students who are interested in the certificate for reasons other than additional qualifications in teacher education. By providing a certificate option without the 12-credit language requirement in the Advanced Certificate, the proposed option expands access for students to certification either as a stand-alone or concurrent credential.

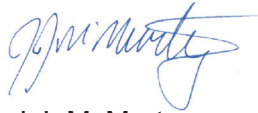
The proposed certificate also aligns to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. By creating another version of the undergraduate certificate that is available to a wider range of students of diverse motivation, the proposed Certificate in Jewish Studies is part of our mission to “offer a broad range of rigorous curricular programs that engaged with emerging and longstanding local and global concerns and needs, including education for sustainable development.” By positioning the certificate’s relevance beyond the exclusive interest of Jewish students, the proposed initiative “[recognizes] the diversity of the LA&PS student body and the valuable insights provided by domestic students, international students, self-identified Black and Indigenous students, LGBTQ2S+ students, students with disabilities, and students from other equity-seeking groups.”

I note that the projected enrolment for the Certificate in Jewish Studies is modest to start: between two and five students in its launch year. Based on the current metrics for certificate completion in LA&PS, this is a realistic projection which I appreciate. To realize the steady state enrolment projection of fifteen to twenty students per year, the full-time faculty in Jewish Studies may need to commit to robust participation in recruitment events as well as to meet with the Associate Dean Programs regarding a recruitment strategy. I note this in light of the fact that a small number of students across York opt to complete any form of credential combination during undergraduate studies, despite our Faculty’s robust offering of diverse, high quality certificate options.

I see in the proposal that the certificate will be comprised of existing courses taught by current faculty members from across History, Humanities, D-LLL, and Social Sciences. Faculty expertise in this area is more than adequate to support the delivery of the program without the need for additional academic or staff hiring. As you noted in the Notice of Intention and the proposal brief, there are no substantial resource implications associated with the creation and maintenance of the certificate.

In short, I support fully the proposal to create the Certificate in Jewish Studies.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry". The signature is fluid and cursive, with a large initial "J" and a long, sweeping underline.

J.J. McMurtry
Dean
Faculty of Liberal Arts & Professional Studies

DIVISION OF STUDENTS

October 6, 2021

Office of the University
Registrar

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez
University Registrar

RE: Jewish Studies Certificate

Bennett Centre for Student
Services

The proposal for the Jewish Studies Certificate has been reviewed by the Office of the University Registrar.

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
darran@yorku.ca

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



York University

New Undergraduate Certificate Proposal

Cross-Disciplinary Certificate in Children's Literature

Housed in the Children, Childhood & Youth Program

Department of Humanities

Faculty of Liberal Arts and Professional Studies

Submission: September 2021

Undergraduate Certificate Proposal – Children’s Literature

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.

Children’s Literature is a field conventionally associated with English literature studies that has a strong cross-disciplinary relationship with childhood and youth studies scholarship. To query children’s literature is to query cultural understandings of the child. Since its inception, the CCY (Children, Childhood & Youth) Program (formerly Children’s Studies) has offered a diverse range of courses that focus on the intersections of children’s culture and children’s literature. We offer a breadth of courses in children’s literature few other departments at York University or in Canada can match. Many students in CCY also complete courses in children’s literature administered by the Departments of English at the Keele and Glendon campuses. All these courses have high student demand and enrolment. Over the years, many of our students have expressed a desire to have their course work in children’s literature recognized by a certificate.

Teaching and research related to the field is additionally supported by the acquisition in 2017 by the Clara Thomas Archives and Special Collections of YUL (York University Libraries) of a significant special collection of historical children’s books. Moreover, in 2020, the CCY program launched a unique 3000-level research methods course in children’s literature scholarship, CCY 3998 6.0: The Social and Textual Production of Children’s Literature, and a 4000-level honours research project, CCY 4998 6.0, that makes use of the collection while providing students with valuable experiential education opportunities and training in the distinctive methods of children’s literature research. The department of Humanities and the CCY program thus propose a cross-disciplinary certificate in “Children’s Literature,” that offers a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children’s literature. The certificate will be housed in the LA&PS faculty’s department of Humanities, administered by the CCY program, and offered as a concurrent option.

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 undergraduate certificate name is observably consistent with current usage in the disciplines of literary studies and childhood/youth studies. Precedent is found in analogous certificates at universities, such as the University of Pittsburgh, which also offers an undergraduate “Children’s Literature Certificate” program; in graduate-level programs in Canada (Master of Arts in Children’s Literature, UBC) and post-graduate level programs in the UK (such as Roehampton University; University of Reading; Goldsmiths, University of London; Trinity College Dublin).

2. General Objectives of the Undergraduate Certificate

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

The undergraduate certificate will recognize and value the importance of children’s literature in the study of constructions of children, childhood, and youth. It will review many of the methodological approaches that have governed and continue to govern the literature intended for young people. It will analyze the significant ways in which children and youth are constructed differently in literature in different temporal periods, in varied international and transcultural contexts, and by means of a variety of literary forms and genres. This cross-disciplinary certificate in “Children’s Literature” will allow students to engage with texts in the field to examine how modes of representation shape our perceptions of children and youth in the contemporary global world.

The objectives of the certificate in children’s literature are: to provide students majoring in humanities-related disciplines with critical cultural, social and textual perspectives on children’s literature studies. The certificate will thus appeal to students in programs such as Children, Childhood & Youth; English; and Humanities in the

Faculty of Liberal Arts and Professional Studies, as well as those in the Concurrent Education program in the Faculty of Education. It will provide the critical humanities skill set required by students aspiring to careers in the education or library sectors, and to graduate degrees in Education; English and Children's Literatures, and Childhood Studies.

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

The Department of Humanities and the CCY program's certificate proposal aligns well with York University's Academic Plan (2020-25). The new certificate supports **UAPs Priority, 21st Century Learning**, which looks to "attain our goal of providing every student with an experiential learning opportunity, regardless of program," and "to create more physical and virtual capacity for active and collaborative learning". The new credential will offer students opportunities to participate in experiential learning through in-class activities, guest speakers, and collaborative workshops among others (dependent on the Covid-19 context). The following courses that will be part of the certificate help achieve this key priority: the research methods course (i.e., CCY 3998) and the honours research project course (i.e., CCY 4998). Additionally, the latter—making use of the Clara Thomas Archives and Special Collections of York University Libraries (YUL)—will provide students with valuable experiential education opportunities and training in the distinctive methods of children's literature research.

The proposed certificate will also help increase the university's range of credentials and flexible delivery options. This also aligns with **UAPs From Access to Success Priority**. The proposed modes of delivery that the certificate will offer will range from in-person lectures and seminars, blended seminars, and fully online course options to improve access options to students, and suit students' learning goals, needs, and lifestyles. Because of the pandemic, the various delivery modes will align with a long-term plan based on the current pandemic context. The new certificate aligns with these two key university priorities, as its goals are to diversify how we teach; to prepare students to navigate a 21st-century world; and to provide access opportunities to all students with diverse sexualities, abilities, nationalities, religions and so forth. The **21st Century Learning** priority also speaks to diversifying how we teach at York University, highlighting that at York we will "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking". Indeed, the proposed Children's Literature certificate specifically offers a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children's literature in a global context.

More specifically, it supports the mission to enhance "opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples". The CCY/HUMA 4144 course, for instance, examines Children's Literature and Indigenous Knowledge in North America, focusing on the similarities among diverse traditions of contemporary Indigenous children's writers in both Canada and in the United States. It explores many narratives by and about Indigenous young people and their varied lived experiences (i.e. residential schools and the ensuing inter-generational traumas; the Missing and Murdered Indigenous Girls and Women genocide across North America), across time and culture.

The proposed certificate also aligns with a number of the guiding principles stated in the **LA&PS Academic Plan (2021-26)**. It aligns with **Principle 1, Prioritize student learning, excellence, and success**, which states that a course will "engage in a sustained effort to enhance the academic experience of LA&PS students." As stated above, this is a cross-disciplinary certificate that will offer a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children's literature. One of the certificate's learning outcomes is for students graduating with the certificate to be able to analyze key concepts and theories in this growing cross-disciplinary field of children's literature.

It also aligns with **Principle 5, Recognize, value, and support diversity**, which states that a course will "recognize the diversity of the LA&PS student body and the valuable insights provided by domestic students, international students, self-identified Black and Indigenous students, LGBTQ2S+ students, students with disabilities, and students from other equity-seeking groups," as well as "extend initiatives to diversify and decolonize the curriculum to recognize and benefit from a plurality of voices, perspectives, and worldviews, and to acknowledge in our practices, teaching, and curriculum the legacies of settler colonialism". The certificate's course offerings include courses that directly examine children's literature and Indigenous Knowledge in North America (e.g., CCY/HUMA 4144), gender issues and queer fiction and theory (e.g., EN 2173, CCY 3693), and representations of race, class, culture, and sexuality (e.g., CCY 3687, CCY 4145, EN 3032, and EN 2174). The program is planning future new course proposals in children's literature for the certificate that align with

Principle 5, such as a course on Black Canadian children's literature, in collaboration with faculty teaching in the Black Canadian Studies certificate, also administered by the Dept. of Humanities. For a more detailed course overview please see section 4.3.

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.

Students will take 24 credits in courses reflecting the certificate's specific humanities approach (cultural studies, history, and literature). Students will have the opportunity to study current and historical texts of children's literature, while also exploring how such texts have been shaped as artefacts throughout history (thanks to the immersive work in the children's literature collection held by the CTASC at YUL).

No cognate certificate exists in either LA&PS or the Faculty of Education at York University. Further to the point, the environmental scan shows that similar courses examining children's literature are offered as standalone courses in some Ontario colleges and universities. There is high demand across the post-secondary sector for Children's Literature courses. The scan shows that at least one course in Children's Literature is being offered, once or twice per academic term, in many post-secondary institutions.

Similar courses are offered in some colleges, yet these courses are not part of a certificate program. For example, George Brown College offers a course entitled "Introduction to Children's Literature" through their Continuing Education department, and another course entitled "Children's Literature" as a General Education Elective. Seneca College offers a course entitled "Introduction to Children's Literature" through the Faculty of Continuing Education (which counts as a general education elective credit in the Arts and Humanities category), and another course entitled "Children's Literature: Nursery Rhymes to Novels" in the School of English and Liberal Arts (which also counts as a general education credit in the Arts & Humanities category). Humber College offers a course entitled "Exploring Children's Literature" as a General Elective, and Niagara College, Fanshawe College, and Mohawk College also offer courses examining Children's Literature.

At Ontario universities, University of Toronto has several course offerings in Children's Literature across its Toronto, Scarborough, and Mississauga campuses. Guelph University offers two courses, and Queen's University offers an online course entitled "Children's Literature."

York University, if the proposal is approved, will be the only post-secondary institution in Canada that will offer such a certificate in Children's Literature. By offering this credential, potential students will be able to further their studies in the field of children's literature in the Children, Childhood & Youth Program in the Department of Humanities.

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.

For years CCY students have expressed interest in a literary focus that would complement the study of children, childhood and youth. Our literature-based courses in the third- and fourth-years of the program always fill quickly (and additional sections are regularly added to respond to that need). In response to demand for more options at the upper levels in the CCY core curriculum, the program initiated two courses at the 3000 and 4000 levels in 2020: one that focuses on research methods in children's literature studies (CCY 3998) and an honours research project (4998), both of which are becoming increasingly popular. These two courses would form the core curriculum for the certificate and would appeal to the high number of students in the program who are also Concurrent Education students interested in learning more about children's books that they might include in their own pedagogical pursuits and educational curricula.

This certificate will also be particularly useful for students entering into the communication or media industries, education, advertising, and the arts, as well as those interested in careers in children’s book publishing and library studies. This certificate will make our graduates more competitive in the job market, enhancing the marketability of the CCY degree in general. Professional associations and policy bodies with whom we have had contact have commented on the important critical and analytical abilities with which our students emerge from our program, something that this certificate will help to enhance.

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.

The department anticipates in-take into the undergraduate certificate would come primarily from steady-state enrolments among students already accepted into the CCY, English and Humanities major programs. If approved for the 2022-3 academic term, existing students who had already taken the core electives courses for the certificate program (CCY 3998 and 4998) could be grandfathered into the certificate. We project that approximately 20 students would graduate with the certificate following the implementation date.

CRS	YEAR	LEVEL	FW18	FW19	FW20	FW21	FW22
1			253	240	209	246	260
2			21	136	150	185	279
3			15	63	194	326	350
4			7	53	154	310	338

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.

This cross-disciplinary certificate is composed of 24 credits, 18 of which are at the 2000-level or above, including 18 credits at the 3000- or 4000-level, with the requirement of a 5.0 GPA or greater.

The required core courses are (15 credits):

- *AP/EN 2173 3.00 Children’s Literature, 1590-1900.* This course provides an historical study of children’s literature written between 1590 and 1900. It explores possible ways of reading that literature, taking into account such issues as its cultural context and its audience. We will begin by examining selections from Philippe Ariès’ foundational text *Centuries of Childhood* to establish the cultural and historical context of children’s literature. We will then consider a variety of early forms of literature for children: such as poetry and narratives, including fables, fairy tales, allegories, and fantasies. Most of the early forms of children’s literature have a didactic purpose: moral instruction and the teaching of social and religious values. In addition, we will examine the role of gender issues in these texts. Finally, we will consider the historical shift in this literature from a principally didactic purpose to one of entertainment and amusement. Although the approach of this course is primarily historical, we will also examine these texts from a variety of critical perspectives, such as psychoanalysis, feminisms, rhetoric/reader response theory, Marxism, and close textual analysis. The objectives of the course will be to enable students to engage with the historical development of children’s literature and to acquire the critical skills for interpreting these texts.
- OR**
- *AP/EN 2174 3.00 Twentieth-Century Children’s Literature.* This course focuses on children’s literature from the 20th and 21st centuries. According to Peter Hunt, “The study of children’s literature involves three elements – the literature, the children and the adult critics. The relationship between these is complex, partly because childhood and ‘the child’ are difficult to define, partly because adults need to ‘construct’ the child...and partly because the literature is assumed to be ‘good for’ children in some way.” These three elements shape this course’s exploration of possible ways of reading children’s literature. In addition to the works of fiction, this

course incorporates a variety of theoretical texts, which address such concerns as constructions of childhood, definitions of children's literature, and the issue of power and childhood. This selection of primary and secondary course readings enables our examination of children and young adult anxieties about selfhood, gender, class, sexual orientation, and race. The serious issues that modern children's literature delves into — the struggle of identity, of class inequity, of racial oppression, of child exploitation, and of sexual awakening—depart fundamentally from literature pre-dating the twentieth century.

- *CCY/HUMA 3998 6.00 The Social and Textual Production of Children's Literature: Research Methods.* This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children's literature. It focuses on a selection of historical children's texts from the eighteenth to twentieth centuries to study how these archival artefacts shape and interrogate our perceptions of children, childhood and youth in past and contemporary times.
- *CCY/HUMA 4998 6.00 The Social and Textual Production of Children's Literature: Honours Research Project.* In this course, students conduct a unique, independent classroom-based research project, using the children's literature collection held by the CTASC at YUL, in addition to other children's literature collections held in the GTA. The course builds on the research skills and methods developed in CCY 3998, facilitates the analysis of research findings, and the dissemination and publication of research knowledge in a formal setting.

Learning Outcomes

1. Engage in learning that includes reading, analyzing, and discussing children's and young adult literature and books, as well as engaging with and analyzing a variety of supplementary theoretical and textual media;
2. Gather, review, evaluate and interpret information relevant to the study of children's and young adult literature and books, including historical representations/ constructions of children and youth from a variety of international and transcultural contexts;
3. Acquire the vocabulary and theoretical approaches for the critical and editorial analysis of children's literature;
4. Analyze the key concepts, methodologies, and theoretical approaches to this growing cross-disciplinary field of children's literature;
5. Analyze constructions of childhood and youth in children's literature in relation to various axes of difference including, among others, age, racialization, ability, ethnicity, religion, gender, sexuality, class, and nationality;
6. Develop the critical and analytical skills appropriate for further study of literature and the humanities;
7. Engage with relevant theories about research methodologies and research with and/ or about children and youth;
8. Identify limitations of research in different contexts (historical and contemporary; local and international);
9. Participate in Experiential Learning by developing applied methodological research skills (through in-class activities, guest speakers, virtual exhibits, and collaborative workshops about the digital humanities with archivists and librarians in Scott library);
10. Apply knowledge from English Literature and Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for research with children and youth;
11. Disseminate their research findings in a formal setting and in the publication of their work to the CLC Scholarly Resource and CCY Research webpage.

The certificate's progressive curriculum and structure is composed of a set of courses that provides for the staged learning and application of knowledge in childhood studies, humanities and literary studies. Basic skills and knowledge of historical and contemporary children's literature are introduced at the first- and second-year level, and developed in the third- and fourth-year core courses. The capstone honours research project encourages student engagement and discussion as they complete a research project at an advanced level and prepare their final essays for dissemination on the library's scholarly resource and the program website's research page.

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

The certificate learning outcomes measure student ability in the required skills associated with literary analysis and the intersections of children's literature studies and childhood/ youth studies scholarship. It combines literary criticism with humanities-based research methodologies developed within childhood studies. In the capstone course, CCY 4998, students complete an honours research paper in which they apply knowledge from English Literature and Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for research with children and youth.

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.)

Core Course Requirements

1. The required core courses of the certificate are (**15 credits**):

- *AP/EN 2173 3.00 Children's Literature, 1590-1900.* This course provides an historical study of children's literature written between 1590 and 1900. It explores possible ways of reading that literature, taking into account such issues as its cultural context and its audience. We will begin by examining selections from Philippe Ariès' foundational text *Centuries of Childhood* to establish the cultural and historical context of children's literature. We will then consider a variety of early forms of literature for children: such as poetry and narratives, including fables, fairy tales, allegories, and fantasies. Most of the early forms of children's literature have a didactic purpose: moral instruction and the teaching of social and religious values. In addition, we will examine the role of gender issues in these texts. Finally, we will consider the historical shift in this literature from a principally didactic purpose to one of entertainment and amusement. [This course is offered frequently, once every 2-3 years.]
- OR**
- *AP/EN 2174 3.00 Twentieth-Century Children's Literature.* This course focuses on children's literature from the 20th and 21st centuries. According to Peter Hunt, "The study of children's literature involves three elements – the literature, the children and the adult critics. The relationship between these is complex, partly because childhood and 'the child' are difficult to define, partly because adults need to 'construct' the child...and partly because the literature is assumed to be 'good for' children in some way." These three elements shape this course's exploration of possible ways of reading children's literature. In addition to the works of fiction, this course incorporates a variety of theoretical texts, which address such concerns as constructions of childhood, definitions of children's literature, and the issue of power and childhood. This selection of primary and secondary course readings enables our examination of children and young adult anxieties about selfhood, gender, class, sexual orientation, and race. The serious issues that modern children's literature delves into — the struggle of identity, of class inequity, of racial oppression, of child exploitation, and of sexual awakening—depart fundamentally from literature pre-dating the twentieth century. [This course is offered every year.]
- *CCY/HUMA 3998 6.00 The Social and Textual Production of Children's Literature: Research Methods.* This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children's literature. It focuses on a selection of historical children's texts from the eighteenth to twentieth centuries to study how these archival artefacts shape and interrogate our perceptions of children, childhood and youth in past and contemporary times. [This course is offered every year.]
- *CCY/HUMA 4998 6.00 The Social and Textual Production of Children's Literature: Honours Research Project.* In this course, students conduct a unique, independent classroom-based research project, using the children's literature collection held by the CTASC at YUL, in addition to other children's literature collections held in the GTA. The course builds on the research skills and methods developed in CCY 3998, facilitates the analysis of research findings, and the

dissemination and publication of research knowledge in a formal setting. [This course is offered every year.]

2. 9 additional credits from the following list:

- *AP/CCY 3690 6.00 Children's Literature & Film Adaptations*. This course analyzes changing constructions of childhood and adolescence in children's literature and adaptations of these constructions in film versions. Issues of 'translation' are highlighted both in critical readings and through the pairing of literary and film texts. [This course is offered 2-3 times each year.]
- *AP/CCY 3691 3.00 Picture Books in Children's Culture*. In this course, students learn about the intertwining relationships between illustrations and narratives in children's picturebooks. The course invites students to think about how children, as viewers and listeners/readers, make meaning of what they see and hear and read. For these purposes, the course delves into picturebook theory from the points of view of production by authors and artists, and reception by children and the people who read with and to them. This is a seminar course that involves analysis of picturebooks on the basis of theoretical concepts, planned presentations, and the production of an original picturebook. [This course is offered twice a year.]
- *AP/CCY 3693 3.00 The Rainbow List: GLBTQ literature and culture for children and youth*. Each year, the Rainbow Project Committee announces its annual Rainbow List. These titles reflect significant gay, lesbian, bisexual, trans-gendered and queer-questioning (GLBTQ) experience for young people from birth to age 18. This course analyzes some of that literature in addition to other expressions and representations of GLBTQ children and youth (film, television, digital media, music, etc.) in a variety of child-centred socio-cultural contexts.

While "queer fiction for children and young adults remains, like queer theory, a contentious and confused area for many" (Kerry Mallan), it is also true that representations of GLTBQ children and youth have become ubiquitous in the twenty-first century, both in mainstream television programs such as *Glee*, and in online projects including the "It Gets Better" and "Make It Better" Campaigns. GLBTQ themes and issues are now frequently incorporated into literary narratives, while organizations such as the "Rainbow Project" actively seek to evaluate and promote "significant and authentic" GLBTQ content ("Rainbow Book List").

Students in this course will read critical sources that explore the specific relationship between children, child sexuality and queerness in queer theory, psychoanalysis, literary criticism and cultural studies. Scholarly sources will provide contexts for analyzing representations of GLTBQ-questioning children and youth in literature, film, television, digital media, music, etc. Literary texts may include picture books, chapter books, YA (young adult) fiction, poetry, graphic novels, comic books, etc. produced by and for children and youth. Students will be exposed to the historical development of diverse forms of cultural expression that depict gay, lesbian, bisexual, trans-gendered and queer-questioning (GLBTQ) experiences of young people from birth to age 18. [This course is offered twice a year.]

- *AP/CCY 4824 3.00 Imagining Anne Frank: The Girl, the Diary, the Afterlives*. Analyzes Anne Frank's World War II diary from literary, cultural, and historical perspectives. Examines the evolution of Frank and the diary as cultural icons by analyzing representations of Frank as a figure in literature, including novels, poems, films, theatre, exhibitions, memoirs, and other people's diaries, with an eye to personal, collective, and historical memory. [This course is offered frequently, every 2-3 years.]
- *AP/CCY 3685 6.00 (AP/HUMA 3685 6.00) Canadian Children's Literature and Culture*. This course surveys and analyzes Canadian children's literature historically in relation to the national culture and the sub-cultures of authors and illustrators, as well as with respect to the nature and significance of the children's culture that received it. [This course is not frequently offered but we hope to offer it with more frequency.]
- *AP/CCY 3687 6.0 Graphic Novels For and About Children and Youth*. This course provides an introduction to the graphic narrative form, a medium of literature for and about children and youth

that is a significant part of contemporary children's culture. Students will read widely in this genre, with an attention given to texts from a wide range of multicultural contexts, to explore how this new medium shapes and interrogates our perceptions of childhood and youth in the contemporary world. Graphic narratives will be read in tandem with a range of readings from literary and visual theory, contextualizing not simply the visual modes of communication in a theoretical fashion, but also offering theoretical paradigms for understanding the creators' representations of young people. Through reading and analysis, students in this course will have the opportunity to critically examine how graphic narratives represent children and youth, and theorize about the larger significance of this medium of literature in terms of reading practices for these young audiences. These graphic narratives will explore the specific relationship between and among children and youth, identity, adolescence, child and youth sexuality, and constructions of race and multiculturalism. Students in this course will have the opportunity to engage with current research in the fields of childhood and youth studies, visual cultures, psychoanalysis, cultural studies, literary criticism and beyond to examine how the graphic narrative medium shapes, and often reinforces, our perceptions of childhood and youth in the contemporary world. [This course is offered frequently, every 1-2 years.]

- *AP/ CCY 3688 3.00 Holocaust Literature for Children and Youth.* In this seminar course, students examine motifs and themes in Holocaust literature about, for, and by children and adolescents: historical fiction, creative non-fiction, short stories, poetry, picturebooks, a graphic novel. The experience is guided by theoretical readings on interrupted child development, as well as interviews, art and reflections of grown-child survivors. Together with peers and professor, participants co-construct concepts that pertain to the world of childhood, empathy, cognitive and affective modes of resistance, silence, hiding, unfinishedness, and practices of collective memory. [This course is offered frequently, every 1-2 years.]
- *AP/ CCY 3697 3.00 (AP/HUMA 3697 6.00) Writing By Children and Youth.* The course looks at various types of writing by children and youth rather than what is usually (and problematically) understood by "children's literature"--writing by adults for children. Can adults access "authentic" children's writing? Can such writing be considered literature? What can writing by young people tell us about children and youth, and different kinds of expressive texts? [This course is not offered frequently, but we hope to offer it with more frequency.]
- *AP/CCY 4144 3.00 (AP/HUMA 4144 3.00) Indigenous Knowledge and Children's Literature in North America.* Analyzes and examines Children's Literature and Indigenous Knowledge in North America, focusing on the similarities among diverse traditions of contemporary Indigenous Children's writers in both Canada and in the United States. Explores the many and the varied interpretations of the Indigenous Children and their historical experiences, residential schools, definitions of cultures, childhood self-determination and the meaning and implication of "Indian" identities and their representations in communities and in cities. Issues include on growing up Indigenous, including the experiences of Indigenous Children in Residential, Boarding and Day schools in North America. N. Scott Momaday, Louise Erdrich, Thomas King, Tomson Highway, Edward Benton-Banai, among others, will be the focus. [This course is not offered frequently, but we hope to offer it with more regularity.]
- *AP/CCY 4145 6.00. Fantasy and Children's Culture.* Before we explore what "fantasy" constitutes, we consider competing, contemporary constructions of what constitutes the "real". We proceed to map how varied constructions of childhood had shaped, and were shaped by, their relationship to ascendant beliefs regarding "reality" as the realm of adulthood and "fantasy" as the province of childhood. Our course attempts to challenge unfortunately common child-fantasy/adult-reality binaries by considering how children's fantasy cultures engage a range of seemingly "adult" themes. These themes include racism, misogyny, sexuality, Islamophobia, mortality, constructs of family, and even constructions of childhood itself. Working principally with a global range of literature and film, CCY 4145 considers how fantasy cultures of children can test adultist fossilizations of children's possibilities. [4-5 sections of this course are offered every year.]
- *AP/EN 3032 6.00 Intercultural Theory and Contemporary Children's Literature.* This course examines contemporary children's literature that reflects the diversity of our society and the oral traditions of different cultures. The approach is thematic rather than chronological or by genre.

- *AP/FR 3340 6.00 Littérature pour la jeunesse/ Literature Written for Young People.* Par l'étude de divers genres d'ouvrages littéraires, ce cours a comme objectif d'approfondir la connaissance déjà acquise des étudiant/e/s en littérature en général, et de répondre spécifiquement à leur besoin et désir d'apprendre davantage dans le domaine de la littérature destinée à la jeunesse, et de susciter leur intérêt en études littéraires pour apprécier pleinement la valeur du texte littéraire. Les œuvres choisies reflètent les préoccupations de la jeunesse de chaque époque, du passé au présent, donc celles des adultes aussi qui étaient jeunes et portent encore l'espoir et l'esprit de la jeunesse. Par une approche méthodique et analytique tenant compte de leurs formes, contenus et contextes, l'étude de ces œuvres de divers genres (fable, nouvelle, conte de fée, roman, etc.) permet aux étudiants de développer leurs techniques d'analyse littéraire, d'élargir leur esprit critique, de renforcer leur intérêt en études littéraires, de nuancer et raffiner leur jugement et, enfin, satisfaire leur désir de lecture des œuvres littéraires.
- *AP/GER 1791 6.00 The Fairy Tale: From Grimm to Disney.* This class examines the genre of the fairy tale and draws on examples from the 16th century to the present, with special emphasis on the fairy tales collected by the Brothers Grimm. We will investigate how fairy tales have functioned as vehicles for exploring the human condition and rites of passage, for social and political critique, for entertainment, education, and propaganda. We will discuss some of the most popular fairy tales, encounter lesser-known stories, and look at the many ways in which fairy tales have been adapted across time, across cultures, and in a wide range of media, including literature, live action and animated film, advertising, television, comics, music, dance, visual arts and digital media. We will analyze our chosen texts through a range of theoretical approaches, drawn from literary, cultural, film, and media studies.
- *AP/HUMA 4516 3.00 Children's Literature in North and South Korea.* In this course students gain experience in using various approaches to study the roles of translation in the development of children's literature and films in North and South Korea. While the two countries share cultural traditions, their socio-political systems lead them to import and use foreign materials, as well as to export their own materials, in different ways. Children's literature in Korea began to develop in the early twentieth century when translators imported foreign works aimed to educate young people about the necessity of building a modern nation. The volumes of translated stories for children which appeared in the 1920s and 30s presented new concepts of childhood, family and citizenship.

Since the late 1940s in the North children's literature and films have aimed to train future citizens to be loyal to the leaders and to contribute to the flourishing of the socialist society. In the South these genres serve various purposes including educational and moral preparation for the contemporary world and fostering imagination. Traditional and modern Korean works are being translated into foreign languages. Subtitles and dubbing are used in North and South Korean films which are exported as well as in imported foreign films. Students will become familiar with approaches to children's literature and films, film theory and translation studies. Topics covered will include background on and translation of children's literature and films in North and South Korea, use of subtitles vs. dubbing, children's literature and films as indoctrination/education, exportation/importation of children's genres and national image building. [We hope to offer this frequently, every 1-2 years.]

- *GL/EN 3636 6.00 Children's Literature.* In this course, we study children's literature spanning several centuries, but its primary focus is 19th, 20th and 21st century texts. According to Peter Hunt, "The study of children's literature involves three elements – the literature, the children and the adult critics. The relationship between these is complex, partly because childhood and 'the child' are difficult to define, partly because adults need to 'construct' the child... and partly because the literature is assumed to be 'good for' children in some way." These three elements shape this course's exploration of possible ways of reading children's literature. In addition to the works of fiction, this course incorporates a variety of theoretical texts, which address such concerns as constructions of childhood, definitions of children's literature, and the issue of power and childhood. This selection of primary and theoretical course readings enables our examination of children and young adult anxieties about selfhood, gender, class, sexual orientation, and race. The serious issues that modern children's literature delves into — the struggle of identity, of class

inequity, of racial oppression, of child exploitation, and of sexual awakening — depart fundamentally from literature pre-dating the twentieth century.

- *GL/EN 4644 6.00 The Golden Age of Children's Literature (1863-1911)*. This course focuses on the "Golden Age" of Children's literature (1863-1911). Landmark texts are considered in terms of their innovation, experimentation and enduring influence. Cultural, historical, and sociopolitical contexts are considered.
- *GL/EN 4655 3.00 A Tarnished Age: Dystopias for Children*. This course focuses on the "Third Golden Age" of Children's Literature. The darkness and violence of contemporary dystopias for young adults is highly politicized. Cultural, historical, and sociopolitical contexts and rhetorical strategies are considered.

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 proposed modes of delivery that this certificate will offer will range from in-person lectures and seminars, blended seminars, and remote or fully online course options, allowing students to experience a range of formats that will suit their learning goals and lifestyle choices best.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

Students engaging in this Children's Literature certificate will have already been admitted to and registered in an undergraduate program at York University. Students completing the certificate must complete 24 credits in compliance with York University Senate requirements for an undergraduate disciplinary certificate. At least 12 of the credits counted toward the certificate requirements must be in addition to those used to satisfy requirements of the ungraduated program major.

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 faculty teaching this certificate are those who are currently teaching in the CCY and Humanities programs, and in the Departments of English at the Keele and Glendon campuses.

Faculty, Name & Rank	Home Unit	Area of Specialization
Cheryl Cowdy, Associate Professor	Humanities	Canadian children's literature; YA literature; research methods
Alison Halsall, Associate Professor	Humanities	Children's and YA literature; Graphic narratives; research methods
Danielle Russell, Associate Professor	Glendon English Studies	Children's and Youth literature; American literature; British literature
Richardine Woodall; Contract Faculty	Humanities; English; Glendon English	Children's literature; Shakespeare studies
Gurbir Jolly; LSTA	Humanities	Children's literature and culture
Sara Thompson, Contract Faculty	Humanities	Children's literature and folklore

James Papoutsis, Contract Faculty	English and Humanities	Graphic narratives; children's and YA literature
Christine Verrall, Contract Faculty	Humanities	Writing by Children and Youth; children's literature and visual cultures

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

Students will make use of the new Children's Literature Collection housed in the Clara Thomas Archive & Special Collections, in addition to a variety of digital archives and special collections.

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.

N/A

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate certificate. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the certificate.
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate

Dr. Scott McLaren

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
scottm@yorku.ca
www.yorku.ca/scottm/

Memo

To: Members of the Curriculum Committee
From: Scott McLaren
Date: 14 October 2021
Subject: **Cross-Disciplinary Certificate in Children's Literature**

I have reviewed the above proposal and I am pleased to confirm that in recent years that we have made a serious and sustained effort to expand and strengthen our collections for the study of children's literature. This has included not only the acquisition of a growing number of critical secondary sources in print and online formats but also, as the proposal notes, the purchase of entirely new collections of antiquarian and historically significant books, periodicals, and other printed materials for the study of children's literature in the eighteenth, nineteenth, and twentieth century.

I am confident students choosing to pursue this cross-disciplinary certificate will find our collections entirely adequate to meet their research needs and I am pleased to support this proposal.

Sincerely,

Scott McLaren, MLS, PhD
Graduate Faculty, Humanities and History
Associate Librarian, Humanities and Religion





Memo

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3

Tel: 416 736 5396
Fax: 416 736 5876

vprovost@yorku.ca

To: Cheryl Cowdy, Associate Professor, Department of Humanities, LA&PS
Alison Halsall, Children, Childhood and Youth Program Coordinator &
Associate Professor, Department of Humanities, LA&PS

From: Lyndon Martin, Vice-Provost Academic

CC: J.J. McMurtry, Dean, LA&PS
Sean Kheraj, Vice-Dean & Associate Dean, Programs
Emily Rush, Director, Academic Programs & Policy
Kathryn White, Assistant Secretary of the University
Frances Billingsley, Associate Registrar & Director, Student
Records & Scheduling
Nina Unantenne, York University Quality Assurance Procedures

Date: June 7, 2022

Subject: New Undergraduate Certificate in Children's Literature

As prescribed in the York University Quality Assurance Procedures (YUQAP), I am authorizing the development of a proposal for a new undergraduate certificate in Children's Literature in the Children, Childhood and Youth (CCY) program in the Humanities department in LA&PS.

The Notice of Intent makes clear that the proposed certificate will play off a unique strength of the department, contribute to advancing both Faculty and University academic plans, and require minimal additional resources. It will also make excellent use of the University's special collection of historical children's books to provide students with valuable experiential education opportunities and training in the distinctive research methods of the field.

The Notice of Intent also provides helpful background information on the demand for the certificate. With no similar programs on offer at York or other institutions in Ontario, and yet high demand for courses in this subject matter, this certificate aims to fill a gap and enable students interested in a range of careers to further their studies in this subject. As there is also expertise and interest in Children's Literature within the Faculty of Education, I recommend consulting with them as the proposal is developed and including a letter of support in the proposal.

Given the connection of the subject matter with the Humanities and English departments at Keele and Glendon, as described in the Notice of Intent, I am happy to see consultation with these units is planned or already underway.

Under the YUQAP, the creation of a certificate is considered a major modification. There is no external review of the program and the approval processes are internal, culminating with approval by Senate (though my office makes an annual report on major modifications to Quality Council.) The template for major modifications is found on the YUQAP website:

<https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>

If you haven't already, please review Senate's Undergraduate Certificate Guidelines and Procedures, which outline the types of undergraduate certificates at York. Please identify the type of certificate you are seeking to create (e.g., disciplinary or cross-disciplinary), and note any specific related regulations.

<https://www.yorku.ca/secretariat/policies/policies/undergraduate-certificates-guidelines-and-procedures/>

I look forward to seeing the proposal as it progresses through our approval processes.



14 September 2021

Professor Elicia Clements
Chair, Department of Humanities
York University

**LIBERAL ARTS AND
PROFESSIONAL STUDIES**

Department of English

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5166
www.yorku.ca

Dear Professor Clements,

I write on behalf of the Department of English to thank you for sharing this proposal for a new Cross-Disciplinary, Undergraduate Certificate in Children's Literature, to be housed in the Children, Childhood & Youth Program in the Department of Humanities. We agree that this certificate promises to make a valuable contribution to interdisciplinarity and academic innovation at the Faculty and University levels. The certificate will be well supported by existing faculty and course offerings in English and in Humanities, and will surely be very attractive to our many students interested in careers in teaching, as well as in media, other aspects of education, and the arts.

I'm pleased to confirm that the Department of English supports this proposal, and also looks forward to supporting students as they work toward certification.

Sincerely,

A handwritten signature in black ink that reads "Tina Y. Choi".

Tina Y. Choi
Associate Professor and Chair, Department of English
York University





GLENLON COLLEGE

**COLLÈGE
UNIVERSITAIRE
GLENLON**

**English
Department**

**Département
d'études anglaises**

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T/T 416 487 6713

F/T 416 487 6850

english@glendon.yorku.ca

www.glendon.yorku.ca/english

RE: Certificate in Children's Literature

8 November, 2021

Dear Professor Cowdy:

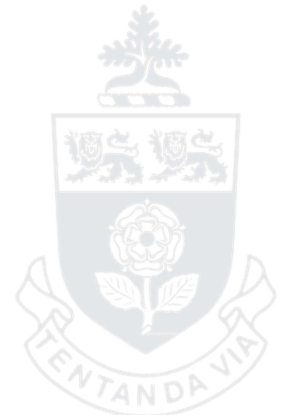
Thank you for sharing your proposal for the Certificate in Children's Literature with the Glendon English Department. At our meeting on 5 November, the Department considered your proposal and gave its unanimous support to the project. We are delighted that you consider several of our courses useful for the Certificate, and we look forward to welcoming Certificate students into them as well.

Whereas the Department is entirely supportive of your project, it may be useful to you to know that our courses are offered on a three-year cycle, and that—due to the size of our small program and our primary responsibility of satisfying the needs of our own majors—we may not be able to reserve spots for Certificate students at any point. Nevertheless, we do encourage your students to enroll in our courses whenever the opportunity arises for them.

Once again, we are grateful for the opportunity you have given us to review your excellent proposal, and we wish you and your colleagues much success in launching this exciting new program at York University.

Yours sincerely,

Igor Djordjevic
Associate Professor and Chair



FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

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April 28, 2022

Professor Cheryl Cowdy
Department of Humanities
Vanier College, 209

Email: ccowdy@yorku.ca

Dear Professor Cowdy:

Re: Decanal Support for the Notice of Intention to Develop a New Program
Proposal for the Children's Literature Certificate

I am pleased to provide you with a letter of support for the Notice of Intention (NOI) to develop a proposal for the Children's Literature Certificate to be offered by the Department of Humanities in the Faculty of Liberal Arts & Professional Studies.

The NOI successfully aligns itself with the first priority of the University Academic Plan (UAP) (2020-25), the focus on twenty-first century learning. The new credential resonates with the plan's commitment to diversify the teaching and learning process, and the university's promise to continually reinvent its programs, address emerging issues and labour market needs, and rethinking of innovative and cross-disciplinary pedagogical approaches. The new certificate will offer students opportunities to participate in experiential learning and training opportunities. The proposed certificate also supports UAP's priority From Access to Success. This will help increase the university's range of credentials and flexible delivery options.

The NOI also aligns with several guiding principles in the LA&PS Academic Plan (2021-2026). The proposed credential aligns with the principles of prioritizing student access, experience and success, enhancing connections and collaboration in LA&PS, recognizing, valuing, and supporting diversity, and promoting teaching, research, and practice centered on community engagement and social justice. The certificate's course offerings include courses that directly examine children's literature and Indigenous Knowledge in North America, gender issues and queer fiction and theory, and representations of race, class, culture, and sexuality. The NOI also aligns with the University's Strategic Mandate Agreement (SMA) (2020-2025). The new credential will incorporate essential components in experiential learning, which will help graduates pursue careers in the public or not-for-profit sectors.



Overall, the Dean's office does not expect that the creation of the certificate in Children's Literature will require extensive additional resources.

In short, I support the NOI to develop a program proposal for the Children's Literature Certificate to be offered by the Department of Humanities.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry".

J.J. McMurtry

Dean

Curriculum Map – Children’s Literature Certificate

The CCY cross-disciplinary certificate is composed of 24 credits, 18 of which are at the 2000-level or above, including 18 credits at the 3000- or 4000-level, with the requirement of a 5.0 GPA or greater.

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses														Glendon Courses			
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
1. Engage in learning that includes reading, analyzing, and discussing children’s and young adult literature and books, as well as engaging with and analyzing a variety of supplementary theoretical	I/D	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list														Glendon Courses			
	LA&PS Courses																				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
and textual media;																					
2. Gather, review, evaluate and interpret information relevant to the study of children’s and young adult literature and books, including historical representations/ constructions of children and youth.	I	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	A	D
3. Acquire the vocabulary and	I/D	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
theoretical approaches for the critical and editorial analysis of children's literature;																					
4. Analyze the key concepts, methodologies, and theoretical approaches to this growing cross-disciplinary field of children's literature;	D	A	A	D	D	D	D	D	D	D	D	A	A	D	D	I	A	D	D	A	A
5. Analyze constructions of childhood and youth in	I/D	D	A	D	D	A	A	A	A	A	A	A	D	D	D	I	A	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
children's literature in relation to various axes of difference including, among others, age, racialization, ability, ethnicity, religion, gender, sexuality, class, and nationality;																					
6. Develop the critical and analytical skills appropriate for further study of	I/D	D/A	A	A	A	A	D	D	D	D	D	D	A	D	D	I	D	D	D	A	A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
literature and the humanities;																					
7. Engage with relevant theories about research methodologies and research with and/ or about children and youth;	I/D	D/A	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	A	A
8. Identify limitations of research in different contexts (both historical and contemporary);	I	I/D	D/A	D	D	D	D	D	D	D	D	A	D	D	D	I	D/A	D	D	D/A	D
9. Participate in Experiential Learning by	I	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	D/A	D/A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
developing applied methodological research skills (through in-class activities, guest speakers, virtual exhibits, and collaborative workshops about the digital humanities with archivists and librarians in Scott library);																					
10. Apply knowledge from English	I	I/D	D/A	D	D	D	D	D	D	D	D	A	D	D	D	I	D	D	D	A	A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
Literature and Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for research with children and youth.																					

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses														Glendon Courses			
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
11. Disseminate their research findings in a formal setting and in the publication of their work to the CLC Scholarly Resource.			A									D									

I	Introduce
D	Develop
A	Achieve/Assess

APPENDIX A – Calendar Copy

Not copied for Senate; available upon request from the University Secretariat

Major Modifications Proposal

Faculty: Osgoode Hall Law School

Department: Osgoode Professional Development

Program: Professional LLM

Degree Designation: Masters of Law

Type of Modification:

(Examples include deletion of or change to a field; changes to program requirements/content that affects the learning outcomes.)

Introduction of a part-time specialization in Construction Law

Location:

(current campus and, if applicable, proposed)

Osgoode Professional Development, 1 Dundas St. West, 26th floor, and online

Effective Date: Fall 2024

Overview

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

This proposal is for the addition of a new part-time specialization in Construction Law. This new part-time specialization will function in the same way as the other part-time Professional LLM specializations. It will require the completion of a total of 36 credits of course work, including a combination of required and elective courses and a research & writing requirement. The program's standard completion time will be 6 terms and courses will be available in a combination of in-person, hybrid, and online formats.

2. Provide the rationale for the proposed changes.

Construction Law is an increasingly complex field where there is a widespread recognition of the increased need for qualified legal expertise. This program is primarily designed to enable law and non-law graduates to develop in-depth knowledge of construction law and to provide graduate students with a unique opportunity to take specialized courses, obtain practical experience, learn from industry and professional leaders, and have the opportunity to conduct innovative research in this field.

The learning outcomes of this program will be focused on a thorough understanding of the core areas of construction law and the specialized features of the related areas in traditional disciplines, such as contract law, insurance law, dispute resolution, environmental law, business law, and regulatory policy and theory.

The assessments in this program will be legal research and writing assignments, participation and simulation exercises, research papers, and take-home exams in line with other Professional LLM programs. These assessments are developed through instruction modules, course discussion forums, and readings, including statutes, soft law instruments, case law, and academic literature.

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

The program is in line with the YorkU's UAP 2020-2025 in three ways. First, offering this specialization online will diversify whom, what, and how we teach; is in line with offering flexible delivery options; and will lead to greater diversification of our international student body including those who may wish to remain abroad while completing the program. Second, in alignment with the mandate for developing knowledge for the future, this specialization will provide timely opportunities to deal with issues relevant to climate change, sustainability, and human mobility.

The program is also aligned with YorkU's SMA 2020-2025's commitment to building a more prosperous, sustainable, and inclusive world. In line with YorkU's SMA 2022-2023 Education and Skills goal, this program will ensure that our students graduate with the skills and competencies required to succeed in the global knowledge economy and thrive as citizens and leaders.

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

This is a proposal for a new specialization within an existing graduate program. No changes are being proposed to existing specializations.

See Appendix A: Graduate Calendar – Program Requirements

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

Learning Outcomes and Program Requirements

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

See Appendix B for the Program Learning Outcomes and how they map onto the Ontario Council of Academic Vice-Presidents' Graduate Degree Expectations.

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

N/A. This is a proposal of a new specialization.

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

The program is primarily designed for law and non-law graduates who want to focus on developing in-depth knowledge of construction law in a way that provides LLM students with a unique opportunity to develop essential substantive knowledge. Students will learn not only through assigned reading and reflection but through practical exercises, simulations, and pedagogies geared toward issue-framing and tackling of complex problems. They will have the opportunity to conduct innovative research in this field.

Through assigned readings, class exercises, active class discussions as a part of class participation assessments in courses allow students to meet the first program level learning outcome (depth and breadth of knowledge), the fifth program level learning outcome (level of communication skills), and the sixth program level learning outcome (awareness of the limits of knowledge). Students are required to be prepared to debate and answer questions posed by the instructor as the instructor guides and facilitates discussion.

The assigned readings and class discussions will also meet the fourth program learning outcome (professional capacity/autonomy) as key learning outcomes are the practical knowledge, skills and technological methods related to the underlying course topics. In particular, students will gain mastery of the key transactional and procedural aspects of construction projects and disputes through the specialization's required courses.

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

The assessments in this program will be legal research and writing assignments, participatory and simulation exercises, major or significant research papers, and take-home exams in line with other Professional LLM programs. These assessments are developed through the modes of: real-time instructor presentations, guest presentations, online instruction modules, course discussion (both synchronous and in asynchronous forums), feedback on student major and significant research paper planning, assigned readings (key textbooks and case books, academic literature, reports and publications, and primary materials). These assessments will achieve the first program level learning outcome (depth and breadth of knowledge), the second program level learning outcome (Research and Scholarship), the third program level learning outcome (level of application of knowledge), the fourth program level learning outcome (Professional Capacity/Autonomy), and the fifth program level learning outcome (Level of Communication Skill). Students will need to draw upon what they've learned to formulate a thesis topic and utilize their legal research and writing abilities to apply the knowledge acquired and communicate that eloquently in a research paper.

See Appendix C for the Curriculum Map for the Professional LLM in Construction Law and Appendix D for the proposed course plan for the specialization

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

No changes are being made to the Master of Laws admissions requirements.

Teaching and Learning

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

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

As with other specializations within the Professional LLM, the program will provide in-person learning and synchronous video conferencing, however this does not revise the delivery method.

Some courses will also be developed in line with online asynchronous learning already being delivered in other Professional LLM specializations such as Canadian Common Law. Making use of innovative and technological advances is in line with Program Learning

Objectives and Outcomes. Prospective students and instructors will be participating in this LLM from across Canada as well as other countries.

Osgoode Professional Development already has the technological platform and tools necessary for providing this mode of delivery. Notably, we have a full-time Director, Faculty & Curriculum Development, a full-time Director, Professional Graduate & International Programs, and a Program Lawyer, Professional Graduate & International Programs, all of whom support instructors with the development and teaching of new courses. We have years of expertise in the development of online courses that can be applied to this new program. We also have a full IT staff including a Manager, IT and Innovation, who supports any technology requirements for new programs. Our academic LLM administrative team have the experience and expertise necessary to support current and future students in the online asynchronous learning environment.

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

N/A. No changes to assessment are being proposed.

Resources

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

The proposed specialization can be supported with existing administrative staff for the Professional LLM program. Faculty will include some of the same Osgoode faculty who teach in other LLM specializations. The Professional LLM programs also run out of the 1 Dundas Street West, Osgoode Professional Development location and no new or reallocation of physical resources are necessary.

To the extent that the program becomes more popular and requires scaling of resources, OsgoodePD is able to add staff resources on an incremental basis.

Osgoode Professional Development is a revenue-generating unit and accordingly any new programs or courses are developed with a view to long-term financial sustainability. Any upfront investment is covered from operating funds and is designed to be recovered through revenue within the first two offerings.

Consultation

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

We have consulted with Schulich School of Business' Real Estate and Infrastructure graduate program as well as Lassonde School of Engineering's Civil Engineering program and both programs are open to collaboration on elective courses. Email correspondence is attached as Appendix E.

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

Current Professional LLM students will not be affected, as each Professional LLM specialization offers courses sufficient to satisfy degree requirements. Enough new courses will be added to allow students in this specialization to meet their degree requirements. If courses from related specializations are designated as available electives for students in the Construction Law specialization, this will be on a space-permitting basis so that degree completion for students in other specializations will not be compromised.

ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:

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

Appendix A: FGS Academic Calendar

Not copied for Senate: available upon request from the University Secretariat

Appendix B: Program Learning Outcomes

Mapping of Ontario Council of Academic Vice-Presidents' Graduate Degree Expectations

Master Degree Level Expectation	LLM in Construction Law
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • A systematic understanding of the main sources of law, legal principles, doctrines, and rules of construction law (including national law, international law, public law, and private law) • Articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges, stakeholders, and others • Assess critically the effectiveness of the law in meeting its objectives and intended purposes • Critical awareness of current problems and new insights in construction law • Compare and contrast the major current and emerging legal, social, and ethical issues in construction law
2. Research and Scholarship	<ul style="list-style-type: none"> • Competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues • Competently conduct legal research and writing on major issues in construction law, assess the relevance and authoritativeness of sources, and effectively use research sources to answer legal questions and support legal arguments • Critical evaluation of current and rapidly expanding scholarship and norms in construction law
3. Level of application of Knowledge	<ul style="list-style-type: none"> • Effectively apply intellectual, practical and problem-solving skills to critically assess and formulate sound solutions to

	<p>legal problems on major issues in construction law</p> <ul style="list-style-type: none"> • Extrapolate an existing body of knowledge in the critical analysis of a new legal question or a specific legal problem or issue in a new setting • Identify, formulate, and critically evaluate legal reform proposals
4. Professional Capacity/Autonomy	<ul style="list-style-type: none"> • Identify and critically analyze one's own learning and professional objectives and to select an appropriate plan of study • Competently demonstrate reasoned and autonomous decision making when presented with complex legal, professional, and ethical situations • Act professionally and autonomously in planning, implementing and completing academic work • Conduct oneself in a manner consistent with academic integrity and high professional standard • Articulate the scope of one's knowledge
5. Level of Communication Skills	<ul style="list-style-type: none"> • Effectively formulate and present well-reasoned legal analysis orally and in writing • Present and communicate ideas, issues, and conclusions clearly, precisely and persuasively
6. Awareness of the Limits of Knowledge	<ul style="list-style-type: none"> • Demonstrate a clear awareness of the complexity, boundaries, limits, and the evolving nature of law • Articulate the limits of one's own knowledge and how it might influence one's legal analyses, interpretations, and conclusions

Appendix C

Professional LLM in Construction Law

CURRICULUM MAP

“I” indicates students are **introduced** to the outcome

“R” indicates the outcome is **reinforced** and students have opportunities to practice

“M” indicates that students have had sufficient practice and can now demonstrate **mastery**

“A” indicates where evidence might be collected and evaluated for program-level **assessment**

	Admissions Conditions		Required Courses		Elective Courses						
Program Level Learning Objectives	GNRL 6149 – Introduction to Graduate Legal Studies	GNRL 6209 – Legal Research and Writing for International Students (Online)	Construction Law Theory and Practice	Construction Dispute Resolution	Construction Contracts	The Law of Procurement	Delay & Disruption in Construction Law	Sureties and Insurance in Construction Law	Selected Topics in Construction Law	Adjudication: Law & Procedure	Advanced Contracts Seminar: Issues in standard-form Contracts
1. Depth and Breadth of Knowledge											
A systematic understanding of the main sources of law, legal principles, doctrines, and rules of construction law (including national law, international law, public law, and private law)	I, A	R, A	I, R, A	I, R, M, A	R, M, A	R, A	R, A	R, A	R, M, A	R, M, A	R, M, A
Articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges,	I, A	R	I, R, A	I, R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

	Admissions Conditions		Required Courses		Elective Courses						
Program Level Learning Objectives	GNRL 6149 – Introduction to Graduate Legal Studies	GNRL 6209 – Legal Research and Writing for International Students (Online)	Construction Law Theory and Practice	Construction Dispute Resolution	Construction Contracts	The Law of Procurement	Delay & Disruption in Construction Law	Sureties and Insurance in Construction Law	Selected Topics in Construction Law	Adjudication: Law & Procedure	Advanced Contracts Seminar: Issues in standard-form Contracts
stakeholders, and others											
Assess critically the effectiveness of the law in meeting its objectives and intended purposes	I, A	R, A	I, R, R, A	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Critical awareness of current problems and new insights in construction law			I, R, A	I, R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Compare and contrast the major current and emerging legal, social, and ethical issues in construction law			I, R, A	I, R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
2. Research and Scholarship											
Competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues	I, R, A	R, A	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Competently conduct legal research and writing on major issues in construction law, assess the relevance and			R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

	Admissions Conditions		Required Courses		Elective Courses						
Program Level Learning Objectives	GNRL 6149 – Introduction to Graduate Legal Studies	GNRL 6209 – Legal Research and Writing for International Students (Online)	Construction Law Theory and Practice	Construction Dispute Resolution	Construction Contracts	The Law of Procurement	Delay & Disruption in Construction Law	Sureties and Insurance in Construction Law	Selected Topics in Construction Law	Adjudication: Law & Procedure	Advanced Contracts Seminar: Issues in standard-form Contracts
authoritativeness of sources, and effectively use research sources to answer legal questions and support legal arguments											
Critical evaluation of current and rapidly expanding scholarship and norms in construction law			R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
3. Level of application of Knowledge											
Effectively apply intellectual, practical and problem-solving skills to critically assess and formulate sound solutions to legal problems on major issues in construction law		R	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Extrapolate an existing body of knowledge in the critical analysis of a new legal question or a specific legal problem or issue in a new setting	I, R	I, R, A	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

	Admissions Conditions		Required Courses		Elective Courses						
Program Level Learning Objectives	GNRL 6149 – Introduction to Graduate Legal Studies	GNRL 6209 – Legal Research and Writing for International Students (Online)	Construction Law Theory and Practice	Construction Dispute Resolution	Construction Contracts	The Law of Procurement	Delay & Disruption in Construction Law	Sureties and Insurance in Construction Law	Selected Topics in Construction Law	Adjudication: Law & Procedure	Advanced Contracts Seminar: Issues in standard-form Contracts
Identify, formulate, and critically evaluate legal reform proposals	I, R	I, R	I, R	I, R	R	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
4. Professional Capacity/Autonomy											
Identify and critically analyze one's own learning and professional objectives and to select an appropriate plan of study	I, R	I, R	I, R	I, R	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Competently demonstrate reasoned and autonomous decision making when presented with complex legal, professional, and ethical situations	I, R	I, R	I, R	I, R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Act professionally and autonomously in planning, implementing and completing academic work	I, R, A	R, A	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Conduct oneself in a manner consistent with academic integrity and high professional standard	I, R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

	Admissions Conditions		Required Courses		Elective Courses						
Program Level Learning Objectives	GNRL 6149 – Introduction to Graduate Legal Studies	GNRL 6209 – Legal Research and Writing for International Students (Online)	Construction Law Theory and Practice	Construction Dispute Resolution	Construction Contracts	The Law of Procurement	Delay & Disruption in Construction Law	Sureties and Insurance in Construction Law	Selected Topics in Construction Law	Adjudication: Law & Procedure	Advanced Contracts Seminar: Issues in standard-form Contracts
Articulate the scope of one's knowledge	I	I, R, A	I, R, A	I, R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
5. Level of Communication Skills											
Effectively formulate and present well-reasoned legal analysis orally and in writing	I, R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Present and communicate ideas, issues, and conclusions clearly, precisely and persuasively	I, R, A	I, R, A	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
6. Awareness of the Limits of Knowledge											
Demonstrate a clear awareness of the complexity, boundaries, limits, and the evolving nature of law	I, R	I, R	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
Articulate the limits of one's own knowledge and how it might influence one's legal analyses, interpretations, and conclusions	I, R	I, R, A	R, A	R, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

Appendix D: Professional LLM in Construction Law – Course Plan

Not copied for Senate; available upon request from the University Secretariat

Appendix E – Consultation and Statements of Support

Lassonde School of Engineering

Dear Meghan,

Thank you very much for your email.

This definitely sounds interesting and exciting.

I am sure we can find some common ground. We can have a brief conversation as well if you would like.

We are currently working on our M. Eng. program which is geared at working professionals. So the timing is very good as well.

Also, Lassonde at the faculty level is looking at developing a professional Masters program.

I will make the connection.

Have a good day ahead of you.

Thanks

Best Regards,

Rashid

On Wed, Mar 8, 2023 at 7:47 PM Meghan Thomas <mthomas@osgoode.yorku.ca> wrote:

Dear Rashid,

I'm the GPD for the Professional LLM at OsgoodePD. We are currently finalizing a proposal for a Professional Masters of Law specializing in Construction Law. It occurred to us that there might be opportunities for interdisciplinary learning with your graduate students in the civil engineering field, and I wondered if you or someone else at Lassonde would be interested in looking at cross-listing courses or other options for shared learning once our proposal has moved past the initial approvals stage.

If you would be supportive of this idea, I'll include your reply in our proposal submission as evidence that we plan to consider collaborating, and I'll get in touch with you once our proposal is further along in the approval process.

Many thanks in advance for considering the request.

Best regards,

Meghan Thomas

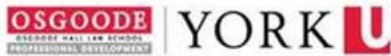
Director, Professional Graduate & International Programs
Osgoode Professional Development
T 416-597-9725

mthomas@osgoode.yorku.ca | osgoodepd.ca

Osgoode Professional Development | YORK UNIVERSITY

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--

Rashid Bashir (Ph.D., P.Eng.)

Associate Professor,

Graduate Program Director,

Department of Civil Engineering

Lassonde School of Engineering,

Office: 333B Bergeron Centre for Engineering Excellence | York University | 11 Arboretum Lane, Toronto
ON M3J 1P3 Canada .

T: +1 (416) 736 2100 Ext. 33315 **C:** +1 (306) 716 5671 | **E:** rbashir@yorku.ca

<https://lassonde.yorku.ca/users/rashid-bashir>

Schulich School of Business

Hello Meghan – thank you for reaching out.

I am very supportive of this idea. We would be happy to discuss the cross collaboration in courses, either working together on new ones or more likely cross listing current one(s) we offer.

Our one year program, the Masters of Real Estate and Infrastructure (MREI), actually has a unique course called “Life of a Project” that might be a great fit. Plus we would be happy to explore other options for interdisciplinary learning opportunities.

I have copied in Joseph Ogilvie, an experienced innovator in the construction industry who has worked for major players including Turner and PCL, and who both teaches the course I mentioned, and leads the **Tim and Frances Price Urban Lab**, in our group.

If having more information about either the “Life of a Project” course or the Urban Lab could help please let us know. Otherwise we will wait to hear from you after approval.

Please let me know if any questions or you need anything else.

Thanks and good luck.

JIM

Jim Clayton, Ph.D. | Professor & Timothy R. Price Chair

Director, Brookfield Centre in Real Estate & Infrastructure | Schulich School of Business

Office: G339 | Tel: (416) 736-2100 ext. 66532 | Email: jclayton@schulich.yorku.ca

McEwen Graduate & Research Studies Building, York University

4700 Keele St., Toronto, ON, Canada M3J 1P3

From: Meghan Thomas
Sent: Wednesday, March 8, 2023 6:01 PM
To: Jim Clayton <jclayton@schulich.yorku.ca>
Subject: Proposed Professional LLM in Construction Law - possible collaboration opportunity?

Dear Jim,

I'm the GPD for the Professional LLM at OsgoodePD. We are currently finalizing a proposal for a Professional Masters of Law specializing in Construction Law. I'm wondering if, once we have the program approved with the initial set of required and elective courses, you would be interested in discussing possibly developing some courses that could be cross-listed with your Real Estate & Infrastructure program, or discussing other forms of collaboration that might provide interdisciplinary learning opportunities for students in both of our programs.

If you would be supportive of this idea, I'll include your reply in our proposal submission as evidence that we plan to consider collaborating, and I'll get in touch with you once our proposal is further along in the approval process.

Many thanks in advance for considering the request.

Best regards,

Meghan Thomas

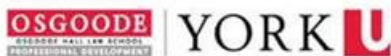
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December 2, 2022

Mary Condon
Dean

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Dr. Lyndon Martin
Vice-Provost Academic
York University
Kaneff Tower
74 York Blvd.
Toronto, ON M3J 1P3

RE: Notice of Intent for Professional LLM Specializing in Construction Law

Dear Dr. Martin:

I am very pleased to support Osgoode Professional Development's (OPD's) proposal for a Professional LLM Specializing in Construction Law. This proposed LLM program will add to Osgoode's array of high-quality Professional LLM by further diversifying offerings and complementing a number of its existing specializations. The proposed program would be also be unique in Canada as there are no course-based LLM programs focused on Construction Law currently in the country, and indeed very few such programs globally. This offering therefore keeps OPD at the forefront of innovation in professional legal education. It is also aligned with York's broad research and sustainability goals.

In addition to providing graduate students with a unique opportunity to take specialized courses, the proposed program would enable law and non-law graduates to access the ability to learn from industry and professional leaders, and to have the opportunity to conduct innovative research in this emerging field.

There is a clear need for the proposed program as the opportunities for qualified legal expertise in the complex field of Construction Law continues to increase. As indicated in the proposal, the legal complexities involved in large-scale construction projects and the growing international interest in pursuing such projects in Canada, not to mention the implications of responses to climate change on the legal framework for large construction projects, make this a very timely and innovative offering by Osgoode Professional Development. The proposal builds on a demonstrated interest among applicants (law graduates and professionals such as engineers or business graduates) and current LLM students for specialized opportunities to advance knowledge in the construction law area. As indicated in the proposal, we also expect there will be interest among international applicants to access this offering.



I am confident that OPD has the faculty and administrative resources to mount this specialized and innovative LLM program.

Sincerely,

A handwritten signature in blue ink that reads "Mary Condon". The signature is written in a cursive style with a horizontal line extending from the end of the name.

Mary Condon
Dean



Memo

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3

Tel: 416 736 5396
Fax: 416 736 5876

vprovost@yorku.ca

To: Meghan Thomas, Director, Professional Graduate & International Programs,
Osgoode Professional Development

From: Lyndon Martin, Vice-Provost Academic

CC: Mary Condon, Dean, Osgoode Hall Law School
Emily Rush, Director, Academic Programs & Policy
Pamela Persaud, Assistant Secretary of the University
Wes Moir, Associate Director, Graduate Academic Affairs
Frances Billingsley, Associate Registrar & Director, Student
Records & Scheduling
Mark Conrad, Director, Strategic Intelligence & Predictive
Analytics, OIPA
Samantha Cutrara, Program Development and Curriculum
Innovation Specialist
Nina Unantenne, York University Quality Assurance Procedures

Date: February 7, 2023

Subject: Creation of a New Specialization in Construction Law for the Professional
LLM Program

As prescribed by the York University Quality Assurance Procedures, I am writing to acknowledge your submission of a notice of intent for the creation of a new specialization in Construction Law for Osgoode's Professional LLM program and to authorize the development of a proposal that will make its way through the collegial governance process.

The notice of intent describes a clear need for the new specialization, and given the lack of similar programs in Canada and globally, it will be well positioned at the forefront of innovation in the field of professional legal education.

The Dean has indicated her support for the initiative and notes that the School has the faculty and resources to support its development and implementation.

The plans for consultation also appear appropriate given that there are no directly overlapping for-credit programs at York. The NOI also recognizes, however, the potential for collaboration with other units offering construction-focused project-management programs within the university.

As this specialization will be professionally oriented, please include in the proposal comment on how research and practice-based expertise will be incorporated into the curriculum. The proposal should speak to the ways in which students will benefit from the expertise of active researchers as well as practitioners in the field.

To prepare the proposal, please use the template for Major Modifications posted on the YUQAP website:

<https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>

Should you need additional support in the development of the proposal, I am pleased to be able to offer the assistance of a resource in my office, Samantha Cutrara, Program Development and Curriculum Innovation Specialist, who has worked extensively with programs on curriculum development and innovation and is familiar with the expectations of York's approval bodies. Please feel free to reach out to her as needed.

If you have questions about the process, please don't hesitate to contact us at yuqap@yorku.ca. I look forward to following the progress of the proposal.

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum & Pedagogy

Joint Report to Senate

At its meeting of 27 April 2023

FOR INFORMATION

a. Report of the Joint Sub-Committee on Quality Assurance

Attached as Appendix A is a report from the Joint Sub-Committee on Quality Assurance which transmits Final Assessment Reports for completed Cyclical Program Reviews, and shares its reflections on key academic and resource planning themes discussed in conjunction with the program reviews.

b. Task Force on the Future of Pedagogy

The Task Force on the Future of Pedagogy was convened in late March. At its inaugural meeting (split over two days to accommodate the attendance of all members), a review of the mandate, deliverables and introductory resource material set the stage to discuss members' early reflections on the goals of the Task Force, defining a work plan, and processes to guide its actions.

Under an overarching theme of enhancing engagement, the Task Force seeks to galvanise faculty and students around the UAP priority of 21st century learning, by providing forward-thinking guidance on what it sees as 'the multiple futures of pedagogy.' While technology-enhanced learning accelerated during the COVID pandemic as a pivoting response by the University, it is now critical to shift to intentional *planning* to foster carefully designed learning experiences in multiple modalities (in person, online, hybrid), with diverse pedagogical approaches, and across various teaching and learning contexts.

The membership is in the process of establishing a handful of working groups on key themes for in depth exploration of the landscape, innovations and ideas. Meetings and various forms of engagement will continue over the spring and summer, culminating in reports from each working group for review and discussion by the full membership in late summer.

Progress reports on the Task Force will be shared with Senate at appropriate intervals.

Martin Bunch, Chair, ASCP
Michael Moir, Chair, APPRC

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 30 January and 3 March 2023, and submits the following report to the full Committees.

1. Completed Cyclical Program Reviews (CPRs)

At its recent meetings the Sub-Committee received documentation for the following CPRs:

Hispanic Studies, Glendon (undergraduate)		January meeting
Sociology, LAPS (undergraduate)		
Sociology, Glendon (undergraduate)		
Sociology, LAPS (graduate)		
History, Glendon (undergraduate)		March meeting
History, LAPS (undergraduate and graduate)		
Global Health, Health (undergraduate)		

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

As was the case with the three Glendon CPRs reported on in November, the Sub-committee saw room for more defined timelines for the recommendations in the Implementation Plans of the Hispanic Studies, Sociology and History undergraduate programs at Glendon, but it understands that the respective recommendations are being taken up in alignment with Glendon’s revisioning exercise in progress. The associated timelines for the recommendations therefore necessarily reflect the concurrent CPR and revisioning tasks. The Sub-committee emphasized the benefit of coordinated planning in this scenario (particularly on the overlapping issue of differentiating the cognate programs at Glendon and Keele campuses), ideally converging at the 18-month point for the CPR Follow-Up report on progress towards the defined actions in the Implementation Plan.

The Sub-committee reflected on emerging trends observed and recommendations made across these – and earlier reviewed - programs that have academic planning and / or resource dimensions to share with the parent Senate committees for reflection and areas that call for further discussion and decisions. Several common themes were identified:

- Declining enrolments. The declining enrolments in several of this group of programs - significant in some cases – reinforce the pattern observed in the reviews of other recently completed CPRs of language programs in LA&PS and those housed at Glendon.

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

- Tied to the decline in enrolments, recommendations are leading programs to explore online learning and modes of course delivery, and the development of departmental online learning strategies to attract students. The context of these recommendations is often for “courses”; careful monitoring is needed to ensure that, if the individual online courses collectively result in a change to a program’s delivery, such revisions require Senate approval. The recently revised York University Quality Assurance Procedures specifically define a change to “different campus and/or online/hybrid delivery” as a significant revision to a program’s delivery. In an academic planning context, consideration should be given to defining a pan-university / Faculty strategy to guide the direction of online program development, rather than it occurring in a fragmented way across the University. The recent establishment of the joint *APPRC-ASCP Task Force on the Future of Pedagogy* is a timely development; the two Senate committees may want to consider communicating relevant aspects of the recent reports from the *Joint Sub-committee on Quality Assurance* to aid the efforts of the Task Force.
- Also connected to enrolment, is the recurring theme of additional recruitment / marketing support for programs to address the decline in enrolment. It is not clear to this QA Sub-committee what the various recruitment structures and resources in place are, between Faculty-based staff and centralized university units. With external reviewers commonly advising programs to enhance their recruitment efforts, clarity of the resources available to programs would assist their ability to respond. The Sub-committee was advised that a new pan-university Strategic Enrolment Strategy is in development which is expected to include marketing and recruitment aspects.

2. Communication from APPRC on November report

The Sub-Committee received and discussed the 27 January 2023 communication from APPRC on the Sub-committee’s November 2022 report. The Sub-committee shares APPRC’s view on the importance of the 18-month follow-up reports in the cyclical program review process, and it sees the follow-up stage as critical to supporting programs’ engagement in a culture of continuous improvement. The Sub-committee is exploring a revision to the Follow-Up report template to integrate the new Quality Assurance framing on continuous improvement (discussed in more detail below).

APPRC also encouraged the Sub-committee to consider avenues to facilitate collaboration of the cognate units at the Glendon and Keele campuses on programming, delivery of programming, and options for students. Coordination of programming and maximizing shared resources is a focus the Sub-committee brings to reviews of CPRs of Glendon and Keele campus-based programs and identifies in the FARs of those programs. It is understood that a formal consultation process to this end is contemplated in conjunction with the Glendon revisioning initiative in progress, possibly with the participation of APPRC.

Joint Sub-committee on Quality Assurance

Report to the Full Committees

3. Communications from the Council on Quality Assurance

At its two meetings this term, the Committee received the following communications from the Council on Quality Assurance:

- Omnibus Report on Quality Assurance Key Contact Meetings
- Post-Pandemic Questionnaire: Summary of Responses
- The 2021-2022 Annual Report of the Council on Quality Assurance: *A New Normal: The Resilience of Quality Assurance in Ontario's Universities*

The Quality Assurance Framework (QAF) established by the provincial *Council on Quality Assurance*, updated in 2021, is meant to ensure that Ontario universities' quality assurance practices reflect an ethos of continuous improvement. One of the principles governing the revised QAF is that continuous program improvement should be a driver of quality assurance. The shift in the initial focus of the QAF from compliance to continuous improvement raised in these communications was discussed by the Sub-committee. Noted was the challenge of building a culture of continuous improvement within a program and within the minds of individual faculty members, when full program meetings are not regularly held, and the cyclical reviews happen at eight year intervals.

Members surfaced ideas to support an understanding of continuous improvement and integrate it within the CPR process and they are being examined in collaboration with the Vice-Provost Academic. Among the suggestions being considered are:

- a communication to programs by the Vice-Provost Academic about the principle of continuous improvement to explain what is meant by it, and what is expected of programs
- enhancing support and resources for programs to facilitate engagement in regular program assessment and planning exercises (e.g., provision of enrolment and program data)
- maximizing the value of the CPR process to better integrate continuous improvement, possibly through a supplementary section in the Follow-Up report template focused on actions to be continued in the intervening years to the next program review
- introducing a mechanism / exercise around the mid-point of the eight-year CPR timeframe to encourage planning activity to help embed the culture of continuous improvement.

The Sub-committee is continuing to discuss these process enhancements.

The *2021-2022 Annual Report of the Council on Quality Assurance* is attached for information; Appendix 1 of the report on approved new university programs may be of particular interest to the Faculties and Senate.

T. Peridis, Chair

YORK UNIVERSITY

Final Assessment Report

Hispanic Studies (BA, iBA)

**Certificate in Translation Spanish-English/
English-Spanish**

**Certificate in Spanish for Business and Professional
Communication**

Glendon College/Collège universitaire Glendon

Cyclical Program Review – 2011 to 2019

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

Program(s) Reviewed:

BA, iBA

Certificate in Translation Spanish-English/English-Spanish

Certificate in Spanish for Business and Professional Communication

Reviewers appointed by the Vice-Provost Academic:

Dr. Odile Cisneros, Associate Professor, Faculty of Arts, Department of Modern Languages and Cultural Studies, University of Alberta, Alberta

Dr. Omar Rodriguez, Associate Professor, Faculty of Arts & Science, Department of Modern Languages and Linguistics, University of Lethbridge, Alberta

Dr. Gillian McGillivray, Associate Professor, Department of History, Glendon College, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: January 31, 2022

Date of the Site Visit: April 4-5, 2022

Review Report received: June 27, 2022

Program Response received: August 30, 2022

Dean's Response received: December 1, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, January 2023



Submitted by Lyndon Martin, Vice-Provost Academic, York University

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

SITE VISIT: April 4-5, 2022

The site visit consisted of a series of virtual interviews with the following individuals and groups:

- Vice-Provost Academic Lyndon Martin
- Principal Marco Fiola and Associate Principal Academic Audrey Pyee
- Department Chair Jerzy Kowal
- Full-time faculty members
- Contract faculty members
- Student groups from the Hispanic Studies program and the Certificate in Spanish-English translation
- Administrative staff and the Coordinator of the Spanish Resource Centre
- Library representatives Associate Dean Research and Open Scholarship Jack Leong, and Director of Content Development and Analysis Patti Ryan.

The reviewers note that while they were not able to visit any facilities, the collective effort of the site visit participants painted a clear picture of the college and offered a strong sense of the quality and beauty of the Glendon Campus and of the spaces the Hispanic Studies department has at its disposal.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in July 2024).

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

PROGRAM DESCRIPTION AND STRENGTHS

The Hispanic Studies program offers a range of major and certificate programs, including an Honours and a Specialized Honours BA and iBA, double major and major/minor programs, a 90-credit BA, a Certificate in Spanish/English-English/Spanish Translation, and a Certificate in Spanish for Business and Professional Communication.

The programs attract liberal arts students interested in learning a third language in a bilingual setting, students who intend to major in the academic field of peninsular and Latin American cultures, literatures and societies, and students interested in learning Spanish in conjunction with their studies in other fields, such as French, translation, international studies, history, and others. Spanish is the most popular third language among Glendon students and is central to Glendon's trilingual International Bachelor of Arts (iBA) and to the Trilingual Excellence Certificate.

The program describes its academic mission as intimately connected to community engagement and social awareness, writing that there is “a tangible connection between the foundations of our discipline (language, arts, literature, criticism) and the search for solutions to current social, economic, ecological, political and cultural issues.”

The reviewers commented on the remarkable range of literature and cultural courses and the program’s “well designed structure takes students from mere linguistic instruction to more advanced literature and cultural offerings.” They further note that “the department has taken special care to offer innovative and creative courses that focus on the graphic novel, flash fictions, ecocriticism and geopoetics, to name a few.” They see the department’s commitment to teaching the Spanish language in context as evident by the courses that focus on experiential learning and that strengthen ties to the community. The reviewers also remark on the department’s creative and effective uses of technology in its courses.

The reviewers commented that the integration of the three basic program areas (literature/culture, language/linguistics, and translation) provides a sound structure for students to achieve the program learning outcomes. They also indicated their support for the direction in which the department is moving to address challenges in the curriculum to remove barriers to student participation and streamline the path to completion. They agree that the proposed changes to the curriculum will better enable students to explore courses across the three main areas of the program.

The reviewers note that the Spanish Resource Centre in particular is a great asset to the program. As a unit dedicated to the promotion of the Spanish language and sponsored in part by the Government of Spain, it is also one of only three such places across Canada.

The reviewers also commented on the impressive expertise and experience of both full-time and part-time faculty, including their publication record and research activities, but they note the challenges that imminent retirements will pose to the Department.

Enrolment in the program is declining and the reviewers suggest a review of the high minimum GPA for admission. They also suggest an exploration of the entrance exam for the Certificate in Spanish/English-English/Spanish Translation as it may be deterring students, particularly mature and other non-traditional students.

The reviewers make their recommendations with the aim of supporting the sustainability and continuous improvement of what they describe to be an innovative and distinct program that excels in its three key areas of study.

RECOMMENDATIONS AND RESPONSES:

Recommendations Summary:

The reviewers write that the Department of Hispanic Studies has been able to create and maintain an innovative and distinct program involving the languages, literatures, and cultures of the Hispanic world. The program is consistent with the vision and priorities put forth by York University in its academic plan. In addition, the program not only embraces the plurilingual mission of Glendon College, but it has also expanded it, as is the case of the Trilingual Excellence Certificate. The program excels in three key areas of study: language and linguistics, literature and culture, and translation. It offers courses that provide both depth and breadth to students, in both academic and experiential settings. The degrees and certificates prepare students to succeed in whatever path they choose, be it graduate studies or a professional career. Despite its many merits, the program numbers have been declining over the years. The reviewers believe that the sustainability and continuous improvement of the program could benefit from a number of recommendations in four main areas: recruitment and retention; program options and (re)design; hiring; and enrolment management.

Recommendation 1

The issue of dwindling enrolments needs to be addressed head-on and is already contemplated in the department's own "areas for improvement." The program should collectively draft and implement aggressive recruitment strategies. Recruitment should be based on demographic factors discussed above and research into what attracts students to the program. Recruitment should occur externally and internally. For recruitment efforts to be successful, it is essential that the department be properly assisted by the College and the University.

Program Response

The program is grateful for the CPR reviewers' attentive analysis of the department and its offerings, and for their relevant and detailed comments throughout the report. Specifically, the program welcomes their emphasis on recruitment and notes their ongoing concern about the scarce visibility of Hispanic Studies within and outside of Glendon. The department has put in place a recruitment strategy that involves social media presence as well as strengthening recruitment within York University.

The program agrees with specific suggestions made by the reviewers but asks for a commitment from the College and University to deploy the necessary resources to ensure visibility and active promotion of its programs, both locally, nationally and especially in the United States and throughout Latin America.

Principal's Response

The Principal welcomes the initiatives put in place, and planned, by the Department to increase the visibility and sustainability of its programming, through stepped-up internal and, especially, external recruitment efforts. The Department should reach out to the Communications team within the Office of the Principal to seek assistance and support in promoting and amplifying the reach of its social media efforts, as it takes time and content to attract traffic to a specific social media account in order to make it effective.

The recruitment team is working hard to increase Glendon's presence in the United States, among other regions, and the Department could work with the US Recruitment Officer at Glendon to develop the best narrative possible to bring attention to its programming.

The Principal notes that internal recruitment is important, but it should not be considered a key source of new students, especially for majors. However, encouraging students to start or continue studying Spanish and Latin American language and cultures can help ensure that the courses are sufficiently enrolled to run at all levels.

Recommendation 2

The department should review the major and minor options which seem to be adding complexity and administrative burden. Specifically, the department could simplify requirements for minors, and consider making them more flexible with course options at the various year-levels instead of requiring specific courses. Course titles could also be made more descriptive and intuitive to students and provide examples of terminology that may not resonate with undergraduate students and thus drawing attention to the excellent content the courses offer (e.g., GL/SP 4710 Ecocriticism in Spain and Latin America).

Program Response

The program notes that the regular Honours Major can be taken within the BA or iBA, bilingual IBA or Trilingual IBA degree. The degree designation is a result of what additional courses students may take and this is also true of other departments at Glendon. The program notes that many students from different programs at Glendon who graduate with an IBA have Spanish as the third language.

The program agrees that pathways through the programs could be made clearer for students. The program has prepared a major modification proposal (*NOI approved by VPA's Office in October 2022*) that aims to make the programs more flexible and streamlined and impacts major options, the minor and the certificates. The initial proposal includes, among other things, changing the program name and articulating the areas of focus, updating course names, and changing 6-credit courses to 3 credits so that all courses are 3 credits in weight. The program will continue to build on existing collaborations with other programs at Glendon and York and will work to capitalize on active international collaborations. Overall, the changes are anticipated to make the program's academic and experiential offerings ever more attractive to today's students, confirm the department's role in the context of Glendon's academic offerings and community involvement, and contribute to Glendon's renewed vision.

Principal's Response

The proposed changes to the major are bold and will hopefully produce the desired outcomes. The list of proposed changes is impressive, but a clear timeline needs to be

developed for each project or each group of projects. The department is displaying much enthusiasm, which must be commended.

Recommendation 3

The ratio of full-time faculty members to courses offered has resulted in more than half of the credits being taught by contract faculty. The situation will become more acute after July 2022 when two faculty members retire, effectively reducing the full-time teaching staff by one third. The reviewers recommend hiring one tenure-track faculty position as replacement for the two lost positions due to retirements. Simultaneously, the department should convert at least one contract faculty to a full-time position.

Program Response

The changes and program redesign the department is working on are also linked to changes in the department's faculty composition in the last three years, including two recent retirements. The department currently has four full-time faculty members (professorial stream), all of whom are active in research, teaching, and service, and fully engaged in the revisioning exercise. As the department rethinks its vision and builds for the future, the question of faculty complement is key. The department welcomes the recommendation to replace retirements and also recommends one conversion.

In addition to research and teaching, full-time faculty members regularly assume administrative positions within and beyond the department. The department is in need of more full-time faculty members to be able to achieve a better balance between research, teaching, and administration.

Looking ahead to the coming five years, the department is in urgent need of one new full-time faculty member to teach language courses and coordinate the language programs. This is a key measure to address the declining enrollments at Glendon and in Hispanic Studies. A conversion recommendation will be submitted in 2022-23.

Principal's Response

For the past few years, the level of enrolment in the major was insufficient to the point that the department figured as a service department, not a program department. A complement plan in line with program demands and related enrolment objectives for required and elective courses should be developed.

Recommendation 4

The reviewers understand that recruitment and program design may take time and is not completely within the control of the department. In light of this, they suggest a number of small steps to be undertaken in the short term. The department may consider reducing the number of sections for some of its first- and second-year courses and increase, by a small percentage, the number of seats per section. This may help mitigate teaching and administrative strain caused by retirements.

Program Response

This is a welcome suggestion. The program has focused on a few measures over the last years, including offering intensive courses to accommodate students admitted in the winter term. The program intends to balance courses and sections across the four year levels and plans to expand the modes of delivery for courses to include both in-person and online sections of some courses.

Principal's Response

The Principal welcomes the changes regarding admission requirements and modes of delivery and also the plan to move from 6-credit courses to 3-credit courses. These measures will provide more flexibility for students.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee on Quality Assurance at its meeting in January 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That a comprehensive and aggressive recruitment strategy be put in place.	The department should work with Glendon's Communications and Recruitment teams to amplify external efforts.	Department Chair Executive Director, Strategic Communications and Community Engagement, Glendon	Winter 2023 term and ongoing
2.	That the department simplify its program requirements to make them more flexible and consider using more descriptive course titles.	The department should create an 18-month plan with specific timelines for the program changes that are proposed, in alignment with the Glendon revisioning exercise. <i>See also recommendation 4 below.</i>	Department Chair, Associate Principal, Academic Faculty Council	Plan should be laid out by the end of May 2023, including an indication of what has been approved.
3.	That the department hire additional faculty members.	The department should develop a complement plan for the revised program, with enrolment objectives for required and elective courses.	Department Chair, Principal's Office	Complement plan to be completed by May 2023.
4.	That the department undertake short-term focused measures to enhance flexibility for students and mitigate teaching and administrative strain.	The department should continue with plans to change 6-credit courses to 3 credits, enhance course titles, and consider the mode of delivery of courses, especially after year 1.	Department Chair	Changes to be made for Fall 2023 and ongoing.

YORK UNIVERSITY

Final Assessment Report

Sociology, Undergraduate

Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2012 to 2020

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

Program(s) Reviewed:

BA and Honours BA

Reviewers appointed by the Vice-Provost Academic:

Dr. José Lopez, Professor, School of Sociological and Anthropological Studies,
University of Ottawa

Dr. Tracey Adams, Professor, Department of Sociology, The University of Western
Ontario

Dr. Sandra Whitworth, Professor Emeritus, Department of Politics, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-Study submitted to Vice-Provost Academic: September 15, 2021

Date of the Site Visit: January 12-13, 2022

Review Report received: February 4, 2022

Program Response received: April 13, 2022

Dean's Response received: May 30, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
January 2023



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Procedures,
August 2020.

SITE VISIT: January 12-13, 2022

A virtual visit of all York's Sociology programs occurred on January 12th and 13th 2022. It included both undergraduate and graduate programs offered by Department of Sociology in the Faculty of Liberal Arts and Professional Studies (LA&PS) on the Keele campus as well as the undergraduate program offered by the Department of Sociology at Glendon College. Meetings related to the undergraduate program in LA&PS included the following people and groups:

- Vice-Provost Academic Lyndon Martin
- LA&PS Dean JJ McMurtry
- LA&PS Associate Dean Programs Sean Kheraj and LA&PS Associate Dean Teaching and Learning Anita Lam
- Department Chair Mark Thomas
- Undergraduate Program Director Michael Nijahawan
- Full-time faculty
- Part-time course directors and teaching assistants
- Undergraduate students
- York University Associate Dean of Libraries, Jack Leong, and Director of Content Development and Analysis Patti Ryan
- Administrative Staff

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in July 2024).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS:

The Sociology Department in the Faculty of Liberal Arts and Professional Studies (LA&PS), located on the Keele campus, describes itself as follows: "York University is widely recognized as home to one of the largest and most diverse offerings of sociology among Canadian universities, and one of the most innovative with respect to curriculum. In all areas of activity — research, teaching and service — York Sociology is engaged in 'sociology that matters'."

The department offers honours degree options leading to the BA or IBA, a minor option, and a 90-credit BA option. The undergraduate curriculum reflects five core areas of

Sociology: Social Inequalities, Global Sociology, Cultural and Political Sociology, Social Theory, and Research Methods.

The review report notes that overall, the department's undergraduate programs have few identified areas of concern. The program is strong and has a clear mission statement and set of objectives. In particular, the review report notes that the department's "curriculum not only reflects the current state of the discipline but is innovative and cutting-edge in its commitment to decolonization, critical engagement, public sociology, and social justice." They note that innovations can be seen throughout the program in the courses offered as well as in the content of those courses – particularly with regard to efforts to globalize and decolonize curricula. They also highlight admirable and innovative initiatives including the Jane Finch Social Innovation Hub and the Resource Centre for Public Sociology, and they note that the department's commitment to research methods, theory, and social inequality clearly reflect disciplinary priorities in Canada and internationally. The reviewers also view the department as "already distinct and innovative, and what remains is to (re)define fields to capture these strengths, so that department strengths and innovations can be better marketed to potential students (at both the undergraduate and graduate levels)."

Students who met with the reviewers praised the wide range of courses offered and the program's flexibility, as well as its research focus and commitment to social justice and critical thought. Students are eager for experiential educational opportunities that connect their education and skills with 'real world' applications.

The reviewers note that the department has a strong and dynamic faculty with a wide range of expertise but that faculty renewal will be important in the coming years due to expected retirements and changes in the department's objectives and mission that may require new expertise. They also state, however, that enrolment trends remain a concern and the department will need some new resources to implement its vision. The reviewers advance a few related recommendations intended to support the program's achievement of this vision.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

The reviewers recommend that the department conduct a review of SOCI 1000 to determine whether the course is delivering on its objectives, and whether there are other mechanisms that can be introduced to enhance skills when and where necessary.

Program Response

Through the Undergraduate Program Committee, the Chair and Undergraduate Program Director will continue to review SOCI 1000 in Fall-Winter 2022-23 with the aim to determine the effectiveness of this course. As part of our review, alternative strategies to enhance student skills will be considered, including offering the course through other modes of delivery rather than online-asynchronous.

Dean's Response

The Office of the Dean of LA&PS appreciates the recommendation to review SOCI 1000 and assess its value to the department's objectives for preparing new students and enhancing their skills. The Department should consider suspending this course in 2023-2024 in light of the ongoing review and high attrition rates in the course.

Recommendation 2

The department has several clearly articulated strengths and innovations. To encourage student enrolment, the department should establish clear fields of specialization at the undergraduate and graduate levels, and communicate these fields and department strengths more consistently to students.

Program Response

The Department has begun to develop a new communications strategy to more effectively communicate the strengths of the undergraduate program. This strategy will be led by the Chair and operationalized through collaborative work between the Undergraduate Program Committee and the Computing and Web Communications Committee. During the Cyclical Program Review, the Department identified ten core areas which will be made more visible to students on the departmental course selection page. The communications strategy will also include an emphasis on experiential education (EE) opportunities (*see Recommendation 3 below*).

The Chair of the Department will also work with the Graduate Program Director to explore the development of common communications strategies that highlight core strengths across the undergraduate and graduate programs.

Dean's Response

Better communication of the core areas of the Sociology program is a good approach to highlighting the strengths of the program and providing students a sense of direction and cohesion. 10 core areas might be somewhat broad, but the grouping of the areas into 3 concentrations (Critical Social Inquiry, Training in Research Methods, and Community-Engaged Public Sociology) could help translate the curriculum for students through better organization of course offerings.

Recommendation 3

The department should also do more to identify and communicate to students the job-relevant skills they acquire in their sociology course work, and the variety of jobs and opportunities for further training available to them. Students could also be made more aware of the existing experiential education to which they are exposed.

Program Response

This recommendation will be addressed, in part, through the recently initiated communications strategy referenced above (*see Recommendation 2*). Specifically, as part of the communications strategy the Department website text will be reviewed with the aim to develop new text to communicate job-relevant skills as well as job-oriented opportunities made possible through a Sociology degree. These will also be emphasized in new communications materials (e.g., recruitment pamphlets and letters, etc.).

With regards to experiential education, department materials produced through the communications strategy will highlight opportunities for EE alongside the core strengths of the undergraduate program. Additionally, through the teaching resource manual sent annually to instructors in the undergraduate program, course directors will be encouraged to highlight EE opportunities in their course syllabi (*see Recommendation 4 below*).

Dean's Response

The Dean's Office welcomes the recommendation from the reviewers concerning the communication of the career relevance and skills in the Sociology program. The Dean's Office notes that the communication of career relevance and skills is an important point for all programs in the social science and humanities disciplines to consider.

However, the program may also need to review its curriculum to improve and enhance career-relevant skills and learning outcomes. The Dean's Office remains concerned that students surveyed in Sociology indicate that they do not have access to experiential learning opportunities, and they do not find that their experience in Sociology contributes to acquiring job- or work-related knowledge and skills.

The program should go beyond thinking broadly about experiential education and should instead focus more strategically on work-integrated learning and the development of career skills.

LA&PS supports this direction as part of a broader Faculty strategy, including a newly established internship stream in "Liberal Arts in Technology and Business" and the 4000-level work-placement course.

Recommendation 4

More opportunities for community-engaged learning should be developed. Students are clamoring for such opportunities and the public-sociology focus of the department makes it particularly well-suited for making connections between the curriculum and real-world applications.

Program Response

In Winter 2022, the Department Chair initiated the development of a framework document to outline principles and possibilities for experiential education in the Department of Sociology. This framework will be developed in consultation and collaboration with the Resource Centre for Public Sociology (RCPS) Director, the Undergraduate Program Director and Undergraduate Program Committee, the departmental Executive Committee, the Graduate Program Director, and any relevant committees within the Graduate Program in Sociology. This document will provide guidance for the development of EE initiatives in Sociology moving forward.

Within the undergraduate program, the Undergraduate Program Director has begun preliminary considerations of new curricular initiatives that could further integrate EE and community engaged learning into the undergraduate program. The Department plans to produce a resource guide on EE that will be included with the Department's undergraduate teaching manual that is sent to instructors annually.

A new faculty member in Sociology of Engaged Research with Black Communities (see *Recommendation 6*) employs an approach to teaching and research that may lead to additional new opportunities for community-engaged learning in the undergraduate and graduate programs.

Dean's Response

The Dean's Office supports the program's response to this welcomed recommendation from the reviewers. To emphasize a point made above, we encourage the program to go beyond thinking broadly about experiential education to instead focus its attention on work-integrated learning and career-relevant skills. (See also *Recommendation 3 above*.)

Recommendation 5

The Department and LA&PS should continue to explore how many online courses are appropriate to meet the learning needs (and other concerns) of students (and course directors) in the years to come.

Program Response

Through the course of the COVID-19 pandemic, the interest and willingness of Department members to offer various forms of remote instruction increased significantly.

In October 2021, the Undergraduate Program Committee developed a set of principles to guide the allocation of remote teaching opportunities for course directors in the Sociology undergraduate program for FW22-23. Discussion of this document prompted a desire on the part of the Department to undertake a larger examination of the possibilities for remote, hybrid, and blended teaching options in the undergraduate

program. The Department will revisit this discussion in the coming months with the aim of undertaking longer-term program planning to consider the expansion of offerings for remote instruction. The capacity of the Department to offer additional remote instruction in its various forms will require support and flexibility on the part of the Dean's Office.

Dean's Response

The Dean's Office recognizes that the expansion of online learning from 2020-22 in response to the COVID-19 pandemic has shifted the landscape for course instructors, students, and administrators. The Department of Sociology has taken a leadership role in the Faculty by establishing initial principles to guide the allocation of online teaching in its programs and the Dean's Office supports further discussion and reflection as the university moves toward the resumption of normal campus operations.

The Office recognizes the flexibility and access that online learning can provide students, particularly those who require flexible access to courses. However, monitoring of enrolment patterns will continue as the university moves away from emergency course management practices.

Recommendation 6

The department should plan for faculty renewal when possible, with consideration given to potential for teaching innovation as well as research areas.

Program Response

The Department has recently made hires in the areas of 'Indigeneity and Decolonization', and 'Sociology of Engaged Research with Black Communities' (specialization in youth and education). These hires fulfill important priorities in the Department. Additional priorities have been outlined in the complement plan submitted to the Dean's Office in 2021.

In Fall 2022, the Department and Graduate Program will continue to deliberate on hiring priorities, particularly in light of the recommendations above.

Dean's Response

The Dean's Office encourages all departments and schools to prepare multi-year hiring plans for faculty renewal. The inclusion of specializations to address teaching needs related to community-engaged learning and experiential education is a good strategy to address these needs in the curriculum.

Recommendation 7

As the department refines its fields and priorities, and continues to revise its curriculum

(as part of its decolonization efforts, for example), it may want to revisit, and if necessary tweak, the learning outcomes and UDLE's to ensure they are in alignment.

Program Response

During the CPR, the Undergraduate Program Committee developed a revised list of PLOs in alignment with a new curriculum map reflecting UDLEs and will reevaluate both documents in 2022-23 to ensure continued alignment with the Department's strengths and priorities.

The Department is currently developing important new additions to the undergraduate program in the form a 2000-level foundation course on race and social inequality and a 3000-level special topics course that will focus on current social issues and crises. These courses are being designed in alignment with departmental priorities of emphasizing sociological perspectives on decolonization and anti-Black racism, and of developing sociological analyses of topics of current social and political significance.

Dean's Response

The Dean's Office welcomes the reviewer recommendations on this point and will support the Department with its proposed curriculum development.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in January 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That SOCI 1000 be reviewed.	That SOCI 1000 be reviewed and that the department consider suspending the course in 2023-2024 pending results of the review and exploration of other mechanisms for enhancing student skills where necessary.	Department Chair, Undergraduate Program Director	Review course outcomes in Winter 2023.
2.	That the department establish clear streams at the undergraduate level and communicate these and departmental strengths consistently to students.	That the department work on a renewed communication strategy for highlighting core areas of the programs, including collaboration between the graduate and undergraduate programs.	Department Chair, Undergraduate Program Director, Graduate Program Director, Director, Strategic Communications (LA&PS), others as necessary	Develop strategy in Winter and Summer 2023.
3.	That the program identify and communicate to students job-relevant skills acquired through the study of sociology, including existing experiential education opportunities.	In addition to a communications strategy, the department should explore how to incorporate work-integrated learning into the program to ensure the development of career-related skills.	Director of LA&PS Experiential Education Office, Department Chair, Undergraduate Program Director, Associate Dean Programs	Consult and develop strategy in Winter and Summer 2023.
4.	That more community-engaged learning be developed.	That the department continue to explore EE opportunities and focus its attention on exploring the	Director LA&PS Experiential Education Office,	Consult and develop strategy in Winter and Summer 2023.

		addition of work-integrated learning and career-relevant skills to the curriculum.	Director, Resource Centre for Public Sociology, Department Chair Undergraduate Program Director, LA&PS Associate Dean Programs	
5.	That the department and LA&PS explore what online course offerings are appropriate.	That the department continue with its principles for the allocation of online teaching and participate in ongoing planning with the Dean's Office.	Department Chair, Undergraduate Program Director, Associate Dean, Programs, Director, Strategic Enrolment Management	Review online teaching allocations at the end of the 2022-2023 academic year.
6.	That the department plan for faculty renewal when possible.	That the department prepare multi-year hiring plans for faculty renewal.	Department Chair, Associate Dean, Faculty Affairs	Ongoing
7.	That the department review its program learning outcomes as fields and priorities are refined.	That the department continue to review alignment between its program offerings and program learning outcomes.	Undergraduate Program Director, Associate Director, Faculty Curriculum	Conduct initial review by Summer 2023, and ongoing

YORK UNIVERSITY

Final Assessment Report

Sociology (BA, IBA)

Glendon College/Collège universitaire Glendon

Cyclical Program Review – 2012 to 2021

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

Program(s) Reviewed:

BA, iBA Glendon College

Reviewers appointed by the Vice-Provost Academic:

Dr. José López, Professor, School of Sociological and Anthropological Studies, University of Ottawa

Dr. Tracey Adams, Professor, Department of Sociology, University of Western Ontario

Dr. Sandra Whitworth, Professor Emeritus, Department of Politics, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: September 15, 2021

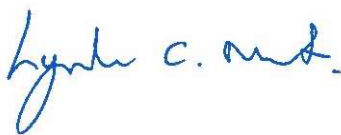
Date of the Site Visit: January 12-13, 2022

Review Report received: February 4, 2022

Program Response received: April 4, 2022

Principal's Response received: May 9, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, January 2023



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Procedures, August 2020.

SITE VISIT: January 13, 2022

A virtual visit of all York's Sociology programs occurred on January 12th and 13th 2022. It included both undergraduate and graduate programs offered by Department of Sociology in the Faculty of Liberal Arts and Professional Studies (LA&PS) on the Keele campus as well as the undergraduate program offered by the Department of Sociology in Glendon College. Meetings related to the undergraduate program in Glendon College included the following people and groups:

- Vice-Provost Academic Lyndon Martin
- Principal Marco Fiola and Associate Principal Academic Audrey Pyée
- Department Chair Andrew Dawson
- Full-time faculty
- Part-time course directors
- Students
- York University Associate Dean of Libraries, Jack Leong and Director of Content Development and Analysis Patti Ryan
- Administrative Staff

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in July 2024).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS:

The Department of Sociology in Glendon is one of the original 8 departments of the College, founded in 1968 as a bilingual (English-French) faculty of York University. The department offers honours degree BA and IBA programs in sociology, as well as a minor option, and a 90-credit BA option. Many of the department's faculty are also active members of the Graduate Program in Sociology in the Faculty of Liberal Arts and Professional Studies (LA&PS) or other graduate programs.

The reviewers described the Department as having a clear mission statement and objectives and that it is "committed to offering a distinctive curriculum that highlights the plethora of theoretical approaches across, and within, the two languages in which it teaches (French and English) and amongst Indigenous ontologies and epistemologies. The program is guided by humanistic, interpretive, critical and hermeneutic orientations in order to offer students a pluralistic understanding of the discipline." The program is

also described as serving three main constituencies: 1) students majoring in sociology who intend to pursue graduate studies, 2) students requiring a first degree to pursue professional or vocational training, and 3) liberal arts students seeking a sociological perspective on self and society. Across all three of these groups the department seeks to foster the capacity for critically engaged disciplined thinking with regard to fundamental social issues.

The reviewers indicate that the modes of delivery and the assessment of student achievement are highly appropriate, but they also recommend that the department explore the offering of “a small selection of dedicated high quality online courses” to provide more flexible options for students. The department is also described as committed to experiential education, exemplified in part by the number of community partnerships in which the full-time faculty are engaged, both globally and locally. As indicated in their recommendations below, the reviewers suggest that reflecting on additional experiential education opportunities might benefit students in all years of the program.

The reviewers also note that during the period covered by the review, there has been a marked decline in the total number of applications and enrollments in the program. They speculate that this decline may in part be a result of the overall decline in the number of global admissions at Glendon but also due to possible causes such as the “generalized trend towards the offer of undergraduate degrees in areas of study that cut across traditional social science disciplines”, a preference for programs that are designed to prepare students for more specific labour market opportunities, and the impact of the bilingual certification requirements on program length. The reviewers state that, despite the negative enrollment portrait, “the self-study reveals not only that the sociology program is a strong and innovative program, it, also, identifies a number of opportunities that can guide it in its effort to reverse the decline in enrollments”. These opportunities include actions focused on improving student recruitment via development of the program website, renaming of courses, and the showcasing experiential learning opportunities; hiring of faculty in the areas of Indigenous Studies and sociological theory; enhancing the student experience through events for students and staff; the development of a Certificate in Community-Engaged Research in collaboration with the Keele campus; and the development of a program of faculty workshops focused on pedagogical innovation and anti-racism and decolonization in the classroom. These opportunities raised by the program are in addition to strategies in development at the level of the college itself as part of its revisioning exercise and should be developed in concert with the goals of that exercise.

The reviewers also highlight the high level of enthusiasm and appreciation for the program expressed by its students, noting that “The department’s collegial and collaborative nature as well as its welcoming and supportive attitudes towards students are convincingly documented in the self-study, and also surfaced in our discussions in the context of the virtual site visit.” The reviewers made note of the student surveys that showed a consistent response rate of excellent, very good or good and indicated that the program had sharpened students’ ability to write clearly and effectively, enhance the development of effective speaking skills, and had contributed to their ability to think

critically and analytically and to understand people of other backgrounds.

RECOMMENDATIONS AND RESPONSES:

Recommendations Summary

Overall, the reviewers state that they are convinced of the strength, quality and innovativeness of the program and that the program offers a strong foundation for attempting to reverse the decline in enrollments.

Recommendation 1

The Department should reflect on the meaning of experiential learning. The Department should define and operationalize related but distinct ideas such as experiential learning and community-engaged research, and to ensure that the right college-level support is available.

Program Response

The Department follows York University's definition of experiential education: "the application of theory to a concrete experience, either within the classroom or within the community, which advances the learning outcomes of a course or program and requires students to reflect upon their learning." Beyond providing experiential education opportunities in several courses, the Department is committed to continuing to explore potential new experiential education opportunities. In addition to exploring a co-op/work placement/internship option (see response to Recommendation 2), the Department is also exploring the possibility of co-developing a certificate in community-engaged research with the Sociology Department in the Faculty of Liberal Arts and Professional Studies, on the Keele campus, which falls under the umbrella of experiential education.

Principal's Response

It is Glendon's ambition to make EE one of the core features of its programming, as demonstrated in the recent addition of G21 directed research courses (<https://www.glendon.yorku.ca/research/g21/>), among other initiatives. Co-op programs are not an option at Glendon, but work placements and service-based learning opportunities are available. The Principal recommends that the Glendon Sociology Department identify more clearly any EE components of its courses or program.

Clarity is also required about who the community-engaged research certificate is for and what impact there would be if the Sociology program in the Faculty of Liberal Arts and Professional Studies decided to not continue with the project.

Recommendation 2

The Department should reflect on credited experiential learning opportunities unlinked

to courses in the form of co-ops, work placements, and internships.

Program Response

Prior to the pandemic, the Department had an initial meeting with the Experiential Education Coordinator to inquire about the establishment of a co-op/work placement/internship option, potentially for course credit. The Department is committed to re-opening these discussions with the Experiential Education Office. The program agrees this requires college-level institutional support and resources.

Principal's Response

Some of the reviewers' suggestions can be implemented at Glendon, while others cannot, i.e., a co-op program. See also the response to Recommendation 1.

Recommendation 3

The Department should identify and communicate to students the job-relevant skills they acquire in their sociology course work, and the variety of jobs and opportunities for further training available to them. Alumni with successful labour market transitions could be showcased.

Program Response

The program communicates job-relevant skills and future opportunities through various recruitment initiatives; however, it agrees that more can be done to publicly advertise this information. The program commits to updating the Department website in this regard, potentially using the website of the Glendon Communications Program as a template. Furthermore, the program plans to work with the Office of Alumni Relations to periodically update the alumni profiles featured on the website. Beginning in the 2022-23 academic year, the Department is planning to establish a workshop series for students, to feature this kind of information (i.e., employment and grad school opportunities).

To increase awareness of the existing experiential education to which students are exposed, the program will encourage course directors to explicitly identify the experiential education components on their syllabi.

Principal's Response

The Principal salutes the program's willingness to update their website content. The Program could also work hand in hand with student groups/clubs to organize student-led events aimed at bringing Sociology alumni to campus to discuss their career paths. The Program could also work with the Director of Continuing Education and Business Development to identify business and/or NGOs that could make presentations to students, or offer site visits. Glendon is blessed with a fantastic location in Toronto, where literally thousands of organizations could provide students with the application of

sociology methodologies.

Recommendation 4

The Department should consider the advantages and risks associated with attempting to attract students through subject pathways. The department could, for example, highlight benefits of drawing attention to how the relative openness of the sociology program and its critical data literacy can provide flexibility in a changing labour market, particularly when it is combined with a convincing experiential learning program.

Program Response

The Department agrees that the relative openness and flexibility of the program is a strength. At the same time, there is some evidence that many students at Glendon prefer structured programs. The program notes that demand for structure may be met with establishment of the Common Core Curriculum at Glendon, particularly in students' first years of the program (when structure is often most needed).

Principal's Response

The Core Curriculum will provide students with more structure throughout the four-year degree. The program could also review the subject pathway option considering strengths identified in the program.

Recommendation 5

The Department should proceed with its proposed hiring strategies as resources become available to do so. These priorities are built on solid and convincing justifications.

Program Response

The Department has identified two priority areas for faculty recruitment – social theory and Indigenous studies. An appointment in theory is needed to ensure that we have expertise in a foundational area of the discipline and that we have faculty to teach our core disciplinary theory course. As there is high and growing demand for our courses pertaining to Indigenous studies, and consistent with the Calls to Action of the Truth and Reconciliation Commission of Canada, we also consider this area as a priority for hiring.

Principal's Response

The Principal commits to pursuing all opportunities to hire tenure-track faculty members in the fields identified by the program and to the hiring of BIPOC faculty members. The current fiscal situation at Glendon, however, means that enrolment is the main force driving new tenure-track hires.

Recommendation 6

The Department should continue diversifying its fourth-year French language course offerings, and to advocate for language support in introductory level courses.

Program Response

The Department is committed to diversifying its fourth-year French language course offerings based on student demand and available resources. The Department will also advocate for the return of language support for its French-language introductory course,

Principal's Response

With the paradigm shift undertaken at Glendon following the proposal of a new approach to multilingualism, change is likely to be undertaken by all programs. Students have indicated repeatedly that they don't want to have to meet their Glendon degree language requirement through their major courses, even though they want more opportunities to use their additional language outside the language classroom. Additional language support required by Sociology students in introductory courses will vary based on identified needs.

Recommendation 7

The Department should consider the development of a small selection of quality online courses, and the extent to which such flexibility in schedules might make the program appealing to more students who desire a certain degree of flexibility rather an entire program of online learning.

Program Response

The Department has already begun this process. The Sociology of Education courses (SOCL 2618 and 2665) were recently approved to be offered online on a permanent basis. The program is also looking into other courses that can be optimally delivered online.

Principal's Response

Glendon will be undergoing a major exercise to identify best practices for remote pedagogy, identifying courses that should, could or should not be delivered in a hybrid mode, in order to move beyond the sense of emergency that has forced all courses to move online due to the pandemic. The focus will be on high-quality remote teaching and learning, and it is clear that Sociology will be included in this exercise. However, the Principal does not expect that the plan will be for blocks of courses that would be 100% taught online.

Recommendation 8

Given the number of courses taught by contact faculty, the department should consider how their contract faculty colleagues might be encouraged to participate in and support the envisioned transformations in the program.

Program Response

While part-time faculty members are not remunerated for administrative work, the Department is happy to invite them to participate on a voluntary basis – particularly with respect to issues surrounding the curriculum and experiential education.

Principal's Response

The Principal recognizes that part-time faculty have a finger on the pulse of students and of the sector, and that their opinion should be sought through participation in the activities of the program or by other means. The College recognizes, however, they are not compensated for time spent in meetings.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in January 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the program consider the meaning of experiential learning and consider what additional opportunities might be developed.	That the program work with the Glendon Experiential Education Coordinator to explore and develop opportunities.	Department Chair, Experiential Education Coordinator, Director of Advancement and Alumni Relations	Explore and develop options in 2023 with options to be offered as of Fall 2023 or 2024.
2.	That the program explore for-credit experiential learning opportunities.	See recommendation 1.	Department Chair, Experiential Education Coordinator, Director of Advancement and Alumni Relations	Explore and develop options in 2023 with options to be offered as of Fall 2023 or 2024.
3.	That the department communicate to students the job-relevant skills acquired in sociology courses and showcase career opportunities and successful alumni.	The program should update the website, and direct students to departmental social media for information about career opportunities, and further training options. The Department should make additional connections with the many organizations in Toronto that students could work with.	Department Chair, Glendon Career Centre	Updates and opportunities to be available starting in Winter and Summer 2023.

4.	That the program consider the advantage and risks associated with attracting students through subject pathways, and consider focusing on the strengths of the program's openness and critical data literacy for a changing labour market.	The program should reflect on the program structure and the needs of students for openness vs. prescriptive requirements, particularly in light of the core curriculum being introduced at Glendon.	Associate Principal Academic, Department Chair	Discussions to take place in Winter 2023 and beyond
5.	That the Department proceed with hiring strategies as resources become available.	The Department should develop its hiring plan, supported by data.	Department Chair, Principal	Discussion with Principal to begin in Winter 2023.
6.	That fourth-year French language courses continue to be diversified and language support be provided in the introductory courses.	The Department should meet with the Office of the Principal regarding specific language supports required.	Office of the Principal, Department Chair, Director, Centre de formation linguistique	Discussion with Office of the Principal to take place in Winter 2023.
7.	That the program explore offering a small selection of online courses to enhance flexibility for students.	Department faculty should participate in the Glendon-wide discussion of the criteria for determining the mode of delivery for courses.	Department Chair, Associate Principal Academic, Committee on Academic Standards, Teaching and Learning, Glendon Faculty Council Curriculum Committee	Discussions to take place in 2022/2023.
8.	That part-time faculty members be encouraged to participate in the discussions about the transformation of the program.	The Department may invite participation of part-time faculty members in ongoing discussions about program revisions, or to find alternate methods of engagement.	Department Chair	Efforts to engage participation underway in Winter 2023 and ongoing.

YORK UNIVERSITY

Final Assessment Report

Sociology, Undergraduate

Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2012 to 2020

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

Program(s) Reviewed:

BA and Honours BA

Reviewers appointed by the Vice-Provost Academic:

Dr. José Lopez, Professor, School of Sociological and Anthropological Studies,
University of Ottawa

Dr. Tracey Adams, Professor, Department of Sociology, The University of Western
Ontario

Dr. Sandra Whitworth, Professor Emeritus, Department of Politics, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-Study submitted to Vice-Provost Academic: September 15, 2021

Date of the Site Visit: January 12-13, 2022

Review Report received: February 4, 2022

Program Response received: April 13, 2022

Dean's Response received: May 30, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
January 2023



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Procedures,
August 2020.

SITE VISIT: January 12-13, 2022

A virtual visit of all York's Sociology programs occurred on January 12th and 13th 2022. It included both undergraduate and graduate programs offered by Department of Sociology in the Faculty of Liberal Arts and Professional Studies (LA&PS) on the Keele campus as well as the undergraduate program offered by the Department of Sociology at Glendon College. Meetings related to the undergraduate program in LA&PS included the following people and groups:

- Vice-Provost Academic Lyndon Martin
- LA&PS Dean JJ McMurtry
- LA&PS Associate Dean Programs Sean Kheraj and LA&PS Associate Dean Teaching and Learning Anita Lam
- Department Chair Mark Thomas
- Undergraduate Program Director Michael Nijahawan
- Full-time faculty
- Part-time course directors and teaching assistants
- Undergraduate students
- York University Associate Dean of Libraries, Jack Leong, and Director of Content Development and Analysis Patti Ryan
- Administrative Staff

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in July 2024).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS:

The Sociology Department in the Faculty of Liberal Arts and Professional Studies (LA&PS), located on the Keele campus, describes itself as follows: "York University is widely recognized as home to one of the largest and most diverse offerings of sociology among Canadian universities, and one of the most innovative with respect to curriculum. In all areas of activity — research, teaching and service — York Sociology is engaged in 'sociology that matters'."

The department offers honours degree options leading to the BA or IBA, a minor option, and a 90-credit BA option. The undergraduate curriculum reflects five core areas of

Sociology: Social Inequalities, Global Sociology, Cultural and Political Sociology, Social Theory, and Research Methods.

The review report notes that overall, the department's undergraduate programs have few identified areas of concern. The program is strong and has a clear mission statement and set of objectives. In particular, the review report notes that the department's "curriculum not only reflects the current state of the discipline but is innovative and cutting-edge in its commitment to decolonization, critical engagement, public sociology, and social justice." They note that innovations can be seen throughout the program in the courses offered as well as in the content of those courses – particularly with regard to efforts to globalize and decolonize curricula. They also highlight admirable and innovative initiatives including the Jane Finch Social Innovation Hub and the Resource Centre for Public Sociology, and they note that the department's commitment to research methods, theory, and social inequality clearly reflect disciplinary priorities in Canada and internationally. The reviewers also view the department as "already distinct and innovative, and what remains is to (re)define fields to capture these strengths, so that department strengths and innovations can be better marketed to potential students (at both the undergraduate and graduate levels)."

Students who met with the reviewers praised the wide range of courses offered and the program's flexibility, as well as its research focus and commitment to social justice and critical thought. Students are eager for experiential educational opportunities that connect their education and skills with 'real world' applications.

The reviewers note that the department has a strong and dynamic faculty with a wide range of expertise but that faculty renewal will be important in the coming years due to expected retirements and changes in the department's objectives and mission that may require new expertise. They also state, however, that enrolment trends remain a concern and the department will need some new resources to implement its vision. The reviewers advance a few related recommendations intended to support the program's achievement of this vision.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

The reviewers recommend that the department conduct a review of SOCI 1000 to determine whether the course is delivering on its objectives, and whether there are other mechanisms that can be introduced to enhance skills when and where necessary.

Program Response

Through the Undergraduate Program Committee, the Chair and Undergraduate Program Director will continue to review SOCI 1000 in Fall-Winter 2022-23 with the aim to determine the effectiveness of this course. As part of our review, alternative strategies to enhance student skills will be considered, including offering the course through other modes of delivery rather than online-asynchronous.

Dean's Response

The Office of the Dean of LA&PS appreciates the recommendation to review SOCI 1000 and assess its value to the department's objectives for preparing new students and enhancing their skills. The Department should consider suspending this course in 2023-2024 in light of the ongoing review and high attrition rates in the course.

Recommendation 2

The department has several clearly articulated strengths and innovations. To encourage student enrolment, the department should establish clear fields of specialization at the undergraduate and graduate levels, and communicate these fields and department strengths more consistently to students.

Program Response

The Department has begun to develop a new communications strategy to more effectively communicate the strengths of the undergraduate program. This strategy will be led by the Chair and operationalized through collaborative work between the Undergraduate Program Committee and the Computing and Web Communications Committee. During the Cyclical Program Review, the Department identified ten core areas which will be made more visible to students on the departmental course selection page. The communications strategy will also include an emphasis on experiential education (EE) opportunities (*see Recommendation 3 below*).

The Chair of the Department will also work with the Graduate Program Director to explore the development of common communications strategies that highlight core strengths across the undergraduate and graduate programs.

Dean's Response

Better communication of the core areas of the Sociology program is a good approach to highlighting the strengths of the program and providing students a sense of direction and cohesion. 10 core areas might be somewhat broad, but the grouping of the areas into 3 concentrations (Critical Social Inquiry, Training in Research Methods, and Community-Engaged Public Sociology) could help translate the curriculum for students through better organization of course offerings.

Recommendation 3

The department should also do more to identify and communicate to students the job-relevant skills they acquire in their sociology course work, and the variety of jobs and opportunities for further training available to them. Students could also be made more aware of the existing experiential education to which they are exposed.

Program Response

This recommendation will be addressed, in part, through the recently initiated communications strategy referenced above (*see Recommendation 2*). Specifically, as part of the communications strategy the Department website text will be reviewed with the aim to develop new text to communicate job-relevant skills as well as job-oriented opportunities made possible through a Sociology degree. These will also be emphasized in new communications materials (e.g., recruitment pamphlets and letters, etc.).

With regards to experiential education, department materials produced through the communications strategy will highlight opportunities for EE alongside the core strengths of the undergraduate program. Additionally, through the teaching resource manual sent annually to instructors in the undergraduate program, course directors will be encouraged to highlight EE opportunities in their course syllabi (*see Recommendation 4 below*).

Dean's Response

The Dean's Office welcomes the recommendation from the reviewers concerning the communication of the career relevance and skills in the Sociology program. The Dean's Office notes that the communication of career relevance and skills is an important point for all programs in the social science and humanities disciplines to consider.

However, the program may also need to review its curriculum to improve and enhance career-relevant skills and learning outcomes. The Dean's Office remains concerned that students surveyed in Sociology indicate that they do not have access to experiential learning opportunities, and they do not find that their experience in Sociology contributes to acquiring job- or work-related knowledge and skills.

The program should go beyond thinking broadly about experiential education and should instead focus more strategically on work-integrated learning and the development of career skills.

LA&PS supports this direction as part of a broader Faculty strategy, including a newly established internship stream in "Liberal Arts in Technology and Business" and the 4000-level work-placement course.

Recommendation 4

More opportunities for community-engaged learning should be developed. Students are clamoring for such opportunities and the public-sociology focus of the department makes it particularly well-suited for making connections between the curriculum and real-world applications.

Program Response

In Winter 2022, the Department Chair initiated the development of a framework document to outline principles and possibilities for experiential education in the Department of Sociology. This framework will be developed in consultation and collaboration with the Resource Centre for Public Sociology (RCPS) Director, the Undergraduate Program Director and Undergraduate Program Committee, the departmental Executive Committee, the Graduate Program Director, and any relevant committees within the Graduate Program in Sociology. This document will provide guidance for the development of EE initiatives in Sociology moving forward.

Within the undergraduate program, the Undergraduate Program Director has begun preliminary considerations of new curricular initiatives that could further integrate EE and community engaged learning into the undergraduate program. The Department plans to produce a resource guide on EE that will be included with the Department's undergraduate teaching manual that is sent to instructors annually.

A new faculty member in Sociology of Engaged Research with Black Communities (see *Recommendation 6*) employs an approach to teaching and research that may lead to additional new opportunities for community-engaged learning in the undergraduate and graduate programs.

Dean's Response

The Dean's Office supports the program's response to this welcomed recommendation from the reviewers. To emphasize a point made above, we encourage the program to go beyond thinking broadly about experiential education to instead focus its attention on work-integrated learning and career-relevant skills. (See also *Recommendation 3 above*.)

Recommendation 5

The Department and LA&PS should continue to explore how many online courses are appropriate to meet the learning needs (and other concerns) of students (and course directors) in the years to come.

Program Response

Through the course of the COVID-19 pandemic, the interest and willingness of Department members to offer various forms of remote instruction increased significantly.

In October 2021, the Undergraduate Program Committee developed a set of principles to guide the allocation of remote teaching opportunities for course directors in the Sociology undergraduate program for FW22-23. Discussion of this document prompted a desire on the part of the Department to undertake a larger examination of the possibilities for remote, hybrid, and blended teaching options in the undergraduate

program. The Department will revisit this discussion in the coming months with the aim of undertaking longer-term program planning to consider the expansion of offerings for remote instruction. The capacity of the Department to offer additional remote instruction in its various forms will require support and flexibility on the part of the Dean's Office.

Dean's Response

The Dean's Office recognizes that the expansion of online learning from 2020-22 in response to the COVID-19 pandemic has shifted the landscape for course instructors, students, and administrators. The Department of Sociology has taken a leadership role in the Faculty by establishing initial principles to guide the allocation of online teaching in its programs and the Dean's Office supports further discussion and reflection as the university moves toward the resumption of normal campus operations.

The Office recognizes the flexibility and access that online learning can provide students, particularly those who require flexible access to courses. However, monitoring of enrolment patterns will continue as the university moves away from emergency course management practices.

Recommendation 6

The department should plan for faculty renewal when possible, with consideration given to potential for teaching innovation as well as research areas.

Program Response

The Department has recently made hires in the areas of 'Indigeneity and Decolonization', and 'Sociology of Engaged Research with Black Communities' (specialization in youth and education). These hires fulfill important priorities in the Department. Additional priorities have been outlined in the complement plan submitted to the Dean's Office in 2021.

In Fall 2022, the Department and Graduate Program will continue to deliberate on hiring priorities, particularly in light of the recommendations above.

Dean's Response

The Dean's Office encourages all departments and schools to prepare multi-year hiring plans for faculty renewal. The inclusion of specializations to address teaching needs related to community-engaged learning and experiential education is a good strategy to address these needs in the curriculum.

Recommendation 7

As the department refines its fields and priorities, and continues to revise its curriculum

(as part of its decolonization efforts, for example), it may want to revisit, and if necessary tweak, the learning outcomes and UDLE's to ensure they are in alignment.

Program Response

During the CPR, the Undergraduate Program Committee developed a revised list of PLOs in alignment with a new curriculum map reflecting UDLEs and will reevaluate both documents in 2022-23 to ensure continued alignment with the Department's strengths and priorities.

The Department is currently developing important new additions to the undergraduate program in the form a 2000-level foundation course on race and social inequality and a 3000-level special topics course that will focus on current social issues and crises. These courses are being designed in alignment with departmental priorities of emphasizing sociological perspectives on decolonization and anti-Black racism, and of developing sociological analyses of topics of current social and political significance.

Dean's Response

The Dean's Office welcomes the reviewer recommendations on this point and will support the Department with its proposed curriculum development.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in January 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That SOCI 1000 be reviewed.	That SOCI 1000 be reviewed and that the department consider suspending the course in 2023-2024 pending results of the review and exploration of other mechanisms for enhancing student skills where necessary.	Department Chair, Undergraduate Program Director	Review course outcomes in Winter 2023.
2.	That the department establish clear streams at the undergraduate level and communicate these and departmental strengths consistently to students.	That the department work on a renewed communication strategy for highlighting core areas of the programs, including collaboration between the graduate and undergraduate programs.	Department Chair, Undergraduate Program Director, Graduate Program Director, Director, Strategic Communications (LA&PS), others as necessary	Develop strategy in Winter and Summer 2023.
3.	That the program identify and communicate to students job-relevant skills acquired through the study of sociology, including existing experiential education opportunities.	In addition to a communications strategy, the department should explore how to incorporate work-integrated learning into the program to ensure the development of career-related skills.	Director of LA&PS Experiential Education Office, Department Chair, Undergraduate Program Director, Associate Dean Programs	Consult and develop strategy in Winter and Summer 2023.
4.	That more community-engaged learning be developed.	That the department continue to explore EE opportunities and focus its attention on exploring the	Director LA&PS Experiential Education Office,	Consult and develop strategy in Winter and Summer 2023.

		addition of work-integrated learning and career-relevant skills to the curriculum.	Director, Resource Centre for Public Sociology, Department Chair Undergraduate Program Director, LA&PS Associate Dean Programs	
5.	That the department and LA&PS explore what online course offerings are appropriate.	That the department continue with its principles for the allocation of online teaching and participate in ongoing planning with the Dean's Office.	Department Chair, Undergraduate Program Director, Associate Dean, Programs, Director, Strategic Enrolment Management	Review online teaching allocations at the end of the 2022-2023 academic year.
6.	That the department plan for faculty renewal when possible.	That the department prepare multi-year hiring plans for faculty renewal.	Department Chair, Associate Dean, Faculty Affairs	Ongoing
7.	That the department review its program learning outcomes as fields and priorities are refined.	That the department continue to review alignment between its program offerings and program learning outcomes.	Undergraduate Program Director, Associate Director, Faculty Curriculum	Conduct initial review by Summer 2023, and ongoing

YORK UNIVERSITY

Final Assessment Report

History, Undergraduate (BA, iBA)

Cross-Disciplinary Certificate in Public History

(in collaboration with Glendon College/ Collège universitaire Glendon)

Cyclical Program Review – 2013 to 2021

&

History, Graduate (MA, PhD)

Cyclical Program Review – 2014 to 2021

Faculty of Liberal Arts and Professional Studies

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

Program(s) Reviewed:

BA, iBA, Cross-Disciplinary Certificate in Public History
MA, PhD

Reviewers appointed by the Vice-Provost Academic:

Dr. Nathalie Kermaal, Professor and Associate Dean (Academic), Faculty of Native Studies, University of Alberta

Dr. Sandra den Otter, Professor, Department of History, and Vice Provost International, Queen's University

Dr. Jean Michel Montsion, Associate Professor, Canadian Studies Program, Department of Multidisciplinary Studies, Glendon College, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: December 3 (UG) & 15 (GR), 2021

Date of the Site Visit: March 29-30, 2022

Review Report received: April 18, 2022

Program Response received: June 2, 2022

Dean's Response received: September 8, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, March 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Procedures, August 2020.

SITE VISIT: March 29-30, 2022

The virtual site visit of the History programs in the Faculty of Liberal Arts and Professional Studies (LA&PS) took place in conjunction with the review of the history department at Glendon College. Interviews related to the programs in LA&PS consisted of interviews with the following individuals and groups:

- Vice-Provost Academic Lyndon Martin
- Dean and Associate Vice-President Graduate Studies Thomas Loebel
- LA&PS Dean J.J. McMurty
- LA&PS Associate Dean Research and Graduate Studies Ravi de Costa
- LA&PS Vice Dean Programs Sean Kheraj
- LA&PS Associate Dean Teaching and Learning Anita Lam
- Chair, LA&PS Department of History Stephen Brooke
- Undergraduate Program Director, LA&PS, Kathryn McPherson
- Graduate Program Director Jennifer Stephen
- Full-time faculty from LA&PS undergraduate and graduate programs
- Part-time faculty (teaching assistants and course directors), including one participant from the Glendon history program
- Undergraduate students
- PhD students (in-person meeting)
- Associate Dean of Libraries Jack Leong and Director of Content Development and Analysis at the Scott Library, Patti Ryan
- Departmental administrative staff and graduate program assistant Karen Dancy

The reviewers also received written comments from MA students after the virtual visit was complete.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in September 2024).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS

The History Department was among the first established at York University. The current undergraduate program in History in LA&PS was established in 2009 following the amalgamation of the Faculty of Arts and the Atkinson School of Liberal and Professional Studies. Students may pursue programs leading to an Honours BA or Honour IBA or a

90-credit BA. Students can also opt to pursue a double major with other majors in LA&PS or an Honours minor option. Since 2018, the Program has also offered a Cross-Disciplinary Certificate in Public History, open to all York undergrads in good standing.

The Graduate Program in History embraces a wide range of geographical and thematic areas of historical research. Long known for its strength in Canadian History, York also has other areas of research and supervisory depth in geographic and thematic areas. The Graduate Program in History offers two programs, the Master of Arts (MA) and the Doctor of Philosophy (PhD). The program was established 1968 and admitted its first students at both the MA and PhD level in the fall of 1969.

The reviewers noted in their report that the History program at York was ranked #6 as one of the best places to study history in Canada¹. They went on to state, “The cyclical review and interviews during the visit (including with students) attest to the high quality of its instructors and its curriculum, the collegiality and the support offered to new faculty and students as well as its excellence in research.”

The curriculum was described by the reviewers as a well thought-out and providing “space for innovation and a way to respond to new and important areas of historical inquiry: Indigenous history, environmental history, public history and global history. As well, the thematic areas of indigeneity, gender and sexuality, social, political, cultural and environmental concerns open up a wide range of possibilities for exploring intersectional history to study the past and its methods.” The Department has also responded to the calls to action of the Truth and Reconciliation Commission (TRC) through curriculum changes and their collaboration with the History of Indigenous People (HIP) Network.

The Cross-Disciplinary Certificate in Public History, created in 2018, emphasizes experiential education and offers undergraduate students internships at provincial archives, galleries and museums.

The reviewers noted the significant scholarly achievements of York faculty members who teach in the graduate program and supervise students. Many graduates have also continued on to tenure-track teaching positions and have received accolades for their research.

With regard to the undergraduate curriculum, the reviewers suggest that the program could emphasize more the transferable skills students develop through their studies. The reviewers also note the need for better clarity and collaboration with the History Department at Glendon to allow for better flexibility for students to take courses in either program based on interests and particular faculty expertise in a certain area.

The reviewers indicate that the time to completion in the PhD program is longer than at peer institutions and suggest that a review of requirements and the timing of core

¹ <https://www.universitymagazine.ca/the-best-history-schools-in-canada-2021/>

elements in the doctoral program would be beneficial, especially of the comprehensive examinations. An exploration of the current fields and opportunities for reorganization should be undertaken, including the formal addition of a field in Indigenous Studies. The number of directed reading courses in the graduate program seems relatively high and the reviewers note the workload this presents for faculty members. They suggest alternatives for the development of critical capacities and verbal skills.

The reviewers note that the highly ranked History department, while facing challenges like most disciplines in the Humanities and Social Sciences, has been productive in finding pathways to address declining enrolments and budget models tied to enrolment. The reviewers provide the recommendations below to continue support for the excellent History programs offered at York University.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

Considering the impending retirements of over a third of current full-time faculty, which constitutes a major challenge for the future of the Department, new positions should be front and centre to provide the department with the human resources necessary to continue to offer quality programs, as detailed in the following points:

Recommendation 1a

Immediate consideration should be given for a targeted Indigenous hire to respond to the TRC recommendations as well as the Indigenous strategic plan of York University. As well, another appointment could also be made in a thematic, geographic and chronological area that further supports the needs of graduate teaching and supervision.

Program Response

The program welcomes this recommendation and notes that in the recent complement renewal request, they have prioritized a dedicated Affirmative Action (AA) hire in the Indigenous History of Canada and/or the United States in the Twentieth Century.

Dean's Response

Full-time faculty complement renewal remains a priority for the Office of the Dean of LA&PS. Decisions concerning new faculty positions, of course, follow established practices and must align with the strategic priorities of the Faculty and programs offered.

The inclusion of a request for a faculty position targeted at a candidate who self identifies as Indigenous in the Department of History's 3-year hiring plan is welcomed and the Dean's Office will continue to work with the Department on its long-term plans

for faculty complement renewal.

Recommendation 1b

A Canada Research Chair (CRC) in Digital Humanities situated in History could lead to more student enrollment as many students are interested in history and digital media. In addition, it could foster interdisciplinary collaborations to increase digital literacy (particularly in marginalized groups), as well provide a springboard for the public history certificate to explore branching towards Digital Public History. The appointment could also be made in a thematic, geographic and chronological area that further supports the needs of graduate teaching and supervision.

Program Response

The program welcomes this recommendation. In the recent complement renewal request and the program's most recent hiring priorities document (March 2022), the program has noted that if available, a CRC in Digital Humanities would be welcome.

Dean's Response

See response to 1a above.

Recommendation 2

In line with the *Indigenous Framework for York University: A Guide to Action* and as a response to the TRC calls to action, there is some urgency to formally add the field of Indigenous History (first proposed in 2014) to the graduate program. In this post-TRC era, we cannot stress enough the importance of training future Indigenous historians.

Program Response

The Program fully supports this recommendation. The Graduate Program is currently working on a formal request to make this a recognized field. We have five historians working on Indigenous questions, and the Department has made the hiring of a dedicated AA position in Indigenous History of Canada in the Twentieth Century a priority.

Dean's Response

The Dean's Office welcomes this recommendation and the enthusiasm for it. There are concerns about the total number of fields and the challenges of supporting them all. However, the Dean's Office is aware that the program has already begun to review this and is considering changes to the numbers of fields required, as well as some modifications to the existing fields.

Recommendation 3

Explore ways of consolidating and broadening the Public History Certificate (PHC) as outlined in the following points:

Recommendation 3a

While the unit mentions its importance to bring visibility to career relevance, it must ensure more systematically that eligible courses for the certificate are offered every year.

Program Response

The program welcomes this recommendation. Faculty are already being encouraged to think about ways to incorporate public history content into their courses, not only to enhance the experience of undergraduates but also to expand the number of designated courses for the certificate each year. As well, the program includes public history as a desired aspect of most newly-advertised positions in all fields. The Department regularly offers designated courses that can be considered as part of the public history certificate.

Dean's Response

The Office of the Dean of LA&PS supports the History Department and its efforts to broaden and strengthen its programming in Public History. This certificate program integrates an important work-integrated learning experience for students in the form of a course-based work placement at the 4000-level, and the Dean's Office hopes more students engage in work-integrated learning experiences in History's programs.

Recommendation 3b

As indicated in recommendation 1b, a CRC in digital humanities could open up the door to exploring ways of developing a digital public history aspect of the certificate.

Program Response

The Program welcomes this recommendation. Please see the response to 3a above.

Dean's Response

Digital public history would be a valuable potential addition to public history programming in the Department and should be explored in the development of a strategic plan for public history.

Recommendation 3c

Considering the strengths in Indigenous history, the certificate could incorporate an Indigenous public history component which would lead towards placements in Indigenous organizations in the GTA.

Program Response

The program welcomes this recommendation. The PHC already incorporates Indigenous content in some of its placements. These could be expanded, not only through the GTA, but, with the use of online technology, more widely in Ontario. A hire in Indigenous history (see Recommendation 1a) would also facilitate our ability to realize this aim.

Dean's Response

See response to 3a.

Recommendation 3d

Due to the expertise of new hires, the certificate could incorporate a global history component.

Program Response

With the new appointment in Global Public History in 2020, this is already being done and will continue to be developed. The program is interested in new faculty members who have a public history component to their research or teaching.

Dean's Response

See response to 3a.

Recommendation 3e

With the support of LA&PS, internships could be expanded beyond galleries, museums and archives and include community organizations, banks, businesses, etc.

Program Response

In the current form of the PHC, much work has gone into making the best experience possible for students, placement institutions and faculty members. Placements have in fact expanded each year, and there are more placements than students. The program is cautious about significantly changing the character of the student experience by expanding it to banks, businesses, community organizations and so on. These might be better accommodated outside of the current placement program. Secondly, the placement organizations and institutions presently in place in the PHC are able to offer an effectively tailored experience to students in public history, one that speaks directly to the discipline and practice of the public history field. It is beyond the current

resources of the PHC to explore how placements might be expanded.

Dean's Response

The Dean's Office agrees that students in History should be afforded more opportunities for work-integrated learning experiences (placements, internships, co-op, C4, etc....), and concur with the Department that this need not necessarily be tied to the public history certificate program. The Department could consider the creation of a co-op program.

Recommendation 4

The Department of History's curriculum and the rich diversity of courses are conducive to the study of intersectional history and its methods. It provides fertile terrain to explore pathways in the development of new certificates and/or micro credentials either in-house or in collaboration with other departments and units, such as the Indigenous Studies program in the Department of Humanities.

Program Response

The Department welcomes this recommendation and has already been exploring such pathways. One example is the program's active cooperation with the Black Canadian Studies Certificate. Another is the recent proposal to develop a program stream in applied liberal arts with the departments of Philosophy and English. The program plans to continue to seek out opportunities to explore pathways.

Dean's Response

The Office of the Dean supports curricular innovation in the programs in the Department of History. While new thinking in program development sometimes encounters challenges in LA&PS, the Office of the Dean will continue to support any unit that seeks to innovate and create new, pedagogically rigorous, and exciting programs. The Department should consider pursuing course development in applied liberal arts.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1	That new hires for History be prioritized to ensure the ongoing quality of the program.	See response to 1a below.		
1a	That a targeted Indigenous hire be made. In addition, an appointment should be made in a thematic, geographic and chronological area to support the needs of graduate teaching and supervision.	The faculty complement renewal plan including the 3-year hiring plan should continue to be developed.	Chair, Department of History Associate Dean, Faculty Affairs Dean, LA&PS	Ongoing
1b	That a Canada Research Chair in Digital Humanities be situated in the History Department.	See response to 1a above.		
2	That the graduate program in history formally add the field of Indigenous History to the graduate program.	The program should continue its review of fields, as well as the addition of an Indigenous Field, following the established curricular governance processes.	Graduate Program Director, Graduate Executive, Associate Dean Graduate	Discussion to take place in Winter 2023. Resulting curricular proposals to come forward in 2023-2024.
3	That the program explore ways of consolidating and broadening the Certificate in Public History, including through the following: <ul style="list-style-type: none"> • Courses counting towards the certificate should be consistently offered every year. 	The Department regularly offers designated courses that can be considered as part of the public history certificate. In addition, the program should: <ul style="list-style-type: none"> • Develop a strategic plan for the various ways to expand public 	Chair of History Department, Undergraduate Program Director, Coordinator, Certificate in Public History, Associate Dean,	Strategic plan to be developed by the end of Fall 2023. Review of work-integrated learning opportunities to

	<ul style="list-style-type: none"> • A CRC in Digital Humanities should support development of a digital history aspect of the certificate. • Indigenous history and global history components should be incorporated into the certificate. • Internships should be expanded to include community organizations, banks and businesses. 	<p>history and work-integrated learning.</p> <ul style="list-style-type: none"> • As part of the strategic plan, consider incorporating digital public history, expanding indigenous content and placements, and solidifying global history content and placements. • Undertake an assessment of work-integrated learning opportunities for history majors and how to expand them (within and beyond the certificate.) 	<p>Programs, Associate Director, Faculty Curriculum, Associate Director, Experiential Education</p>	<p>be completed by the end of Fall 2023.</p>
4	<p>That the Department continue to explore curricular innovation, including the potential development of new certificates and/or micro-credentials in the Department or in collaboration with other units.</p>	<p>The Department should continue to explore curricular innovation options, including opportunities afforded by the creation of new courses.</p>	<p>Chair of History Department, Undergraduate Program Director, Associate Dean, Programs, Associate Director, Faculty Curriculum</p>	<p>Winter and Summer 2023 and ongoing</p>
5	<p>That the Department collaborate with the History Department at Glendon to allow for better flexibility for students to take courses in either program based on interests and particular faculty expertise.</p>	<p>The Department should continue to explore collaborative options with Glendon.</p>	<p>Department Chairs and faculty members, LA&PS and Glendon</p>	<p>Winter 2023 and ongoing</p>

YORK UNIVERSITY

Final Assessment Report

History, Undergraduate (BA, iBA)

Cross-Disciplinary Certificate in Public History

(in collaboration with Glendon College/ Collège universitaire Glendon)

Cyclical Program Review – 2013 to 2021

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History, Graduate (MA, PhD)

Cyclical Program Review – 2014 to 2021

Faculty of Liberal Arts and Professional Studies

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

Program(s) Reviewed:

BA, iBA, Cross-Disciplinary Certificate in Public History
MA, PhD

Reviewers appointed by the Vice-Provost Academic:

Dr. Nathalie Kermaal, Professor and Associate Dean (Academic), Faculty of Native Studies, University of Alberta

Dr. Sandra den Otter, Professor, Department of History, and Vice Provost International, Queen's University

Dr. Jean Michel Montsion, Associate Professor, Canadian Studies Program, Department of Multidisciplinary Studies, Glendon College, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: December 3 (UG) & 15 (GR), 2021

Date of the Site Visit: March 29-30, 2022

Review Report received: April 18, 2022

Program Response received: June 2, 2022

Dean's Response received: September 8, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, March 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Procedures, August 2020.

SITE VISIT: March 29-30, 2022

The virtual site visit of the History programs in the Faculty of Liberal Arts and Professional Studies (LA&PS) took place in conjunction with the review of the history department at Glendon College. Interviews related to the programs in LA&PS consisted of interviews with the following individuals and groups:

- Vice-Provost Academic Lyndon Martin
- Dean and Associate Vice-President Graduate Studies Thomas Loebel
- LA&PS Dean J.J. McMurty
- LA&PS Associate Dean Research and Graduate Studies Ravi de Costa
- LA&PS Vice Dean Programs Sean Kheraj
- LA&PS Associate Dean Teaching and Learning Anita Lam
- Chair, LA&PS Department of History Stephen Brooke
- Undergraduate Program Director, LA&PS, Kathryn McPherson
- Graduate Program Director Jennifer Stephen
- Full-time faculty from LA&PS undergraduate and graduate programs
- Part-time faculty (teaching assistants and course directors), including one participant from the Glendon history program
- Undergraduate students
- PhD students (in-person meeting)
- Associate Dean of Libraries Jack Leong and Director of Content Development and Analysis at the Scott Library, Patti Ryan
- Departmental administrative staff and graduate program assistant Karen Dancy

The reviewers also received written comments from MA students after the virtual visit was complete.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in September 2024).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS

The History Department was among the first established at York University. The current undergraduate program in History in LA&PS was established in 2009 following the amalgamation of the Faculty of Arts and the Atkinson School of Liberal and Professional Studies. Students may pursue programs leading to an Honours BA or Honour IBA or a

90-credit BA. Students can also opt to pursue a double major with other majors in LA&PS or an Honours minor option. Since 2018, the Program has also offered a Cross-Disciplinary Certificate in Public History, open to all York undergrads in good standing.

The Graduate Program in History embraces a wide range of geographical and thematic areas of historical research. Long known for its strength in Canadian History, York also has other areas of research and supervisory depth in geographic and thematic areas. The Graduate Program in History offers two programs, the Master of Arts (MA) and the Doctor of Philosophy (PhD). The program was established 1968 and admitted its first students at both the MA and PhD level in the fall of 1969.

The reviewers noted in their report that the History program at York was ranked #6 as one of the best places to study history in Canada¹. They went on to state, “The cyclical review and interviews during the visit (including with students) attest to the high quality of its instructors and its curriculum, the collegiality and the support offered to new faculty and students as well as its excellence in research.”

The curriculum was described by the reviewers as a well thought-out and providing “space for innovation and a way to respond to new and important areas of historical inquiry: Indigenous history, environmental history, public history and global history. As well, the thematic areas of indigeneity, gender and sexuality, social, political, cultural and environmental concerns open up a wide range of possibilities for exploring intersectional history to study the past and its methods.” The Department has also responded to the calls to action of the Truth and Reconciliation Commission (TRC) through curriculum changes and their collaboration with the History of Indigenous People (HIP) Network.

The Cross-Disciplinary Certificate in Public History, created in 2018, emphasizes experiential education and offers undergraduate students internships at provincial archives, galleries and museums.

The reviewers noted the significant scholarly achievements of York faculty members who teach in the graduate program and supervise students. Many graduates have also continued on to tenure-track teaching positions and have received accolades for their research.

With regard to the undergraduate curriculum, the reviewers suggest that the program could emphasize more the transferable skills students develop through their studies. The reviewers also note the need for better clarity and collaboration with the History Department at Glendon to allow for better flexibility for students to take courses in either program based on interests and particular faculty expertise in a certain area.

The reviewers indicate that the time to completion in the PhD program is longer than at peer institutions and suggest that a review of requirements and the timing of core

¹ <https://www.universitymagazine.ca/the-best-history-schools-in-canada-2021/>

elements in the doctoral program would be beneficial, especially of the comprehensive examinations. An exploration of the current fields and opportunities for reorganization should be undertaken, including the formal addition of a field in Indigenous Studies. The number of directed reading courses in the graduate program seems relatively high and the reviewers note the workload this presents for faculty members. They suggest alternatives for the development of critical capacities and verbal skills.

The reviewers note that the highly ranked History department, while facing challenges like most disciplines in the Humanities and Social Sciences, has been productive in finding pathways to address declining enrolments and budget models tied to enrolment. The reviewers provide the recommendations below to continue support for the excellent History programs offered at York University.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

Considering the impending retirements of over a third of current full-time faculty, which constitutes a major challenge for the future of the Department, new positions should be front and centre to provide the department with the human resources necessary to continue to offer quality programs, as detailed in the following points:

Recommendation 1a

Immediate consideration should be given for a targeted Indigenous hire to respond to the TRC recommendations as well as the Indigenous strategic plan of York University. As well, another appointment could also be made in a thematic, geographic and chronological area that further supports the needs of graduate teaching and supervision.

Program Response

The program welcomes this recommendation and notes that in the recent complement renewal request, they have prioritized a dedicated Affirmative Action (AA) hire in the Indigenous History of Canada and/or the United States in the Twentieth Century.

Dean's Response

Full-time faculty complement renewal remains a priority for the Office of the Dean of LA&PS. Decisions concerning new faculty positions, of course, follow established practices and must align with the strategic priorities of the Faculty and programs offered.

The inclusion of a request for a faculty position targeted at a candidate who self identifies as Indigenous in the Department of History's 3-year hiring plan is welcomed and the Dean's Office will continue to work with the Department on its long-term plans

for faculty complement renewal.

Recommendation 1b

A Canada Research Chair (CRC) in Digital Humanities situated in History could lead to more student enrollment as many students are interested in history and digital media. In addition, it could foster interdisciplinary collaborations to increase digital literacy (particularly in marginalized groups), as well provide a springboard for the public history certificate to explore branching towards Digital Public History. The appointment could also be made in a thematic, geographic and chronological area that further supports the needs of graduate teaching and supervision.

Program Response

The program welcomes this recommendation. In the recent complement renewal request and the program's most recent hiring priorities document (March 2022), the program has noted that if available, a CRC in Digital Humanities would be welcome.

Dean's Response

See response to 1a above.

Recommendation 2

In line with the *Indigenous Framework for York University: A Guide to Action* and as a response to the TRC calls to action, there is some urgency to formally add the field of Indigenous History (first proposed in 2014) to the graduate program. In this post-TRC era, we cannot stress enough the importance of training future Indigenous historians.

Program Response

The Program fully supports this recommendation. The Graduate Program is currently working on a formal request to make this a recognized field. We have five historians working on Indigenous questions, and the Department has made the hiring of a dedicated AA position in Indigenous History of Canada in the Twentieth Century a priority.

Dean's Response

The Dean's Office welcomes this recommendation and the enthusiasm for it. There are concerns about the total number of fields and the challenges of supporting them all. However, the Dean's Office is aware that the program has already begun to review this and is considering changes to the numbers of fields required, as well as some modifications to the existing fields.

Recommendation 3

Explore ways of consolidating and broadening the Public History Certificate (PHC) as outlined in the following points:

Recommendation 3a

While the unit mentions its importance to bring visibility to career relevance, it must ensure more systematically that eligible courses for the certificate are offered every year.

Program Response

The program welcomes this recommendation. Faculty are already being encouraged to think about ways to incorporate public history content into their courses, not only to enhance the experience of undergraduates but also to expand the number of designated courses for the certificate each year. As well, the program includes public history as a desired aspect of most newly-advertised positions in all fields. The Department regularly offers designated courses that can be considered as part of the public history certificate.

Dean's Response

The Office of the Dean of LA&PS supports the History Department and its efforts to broaden and strengthen its programming in Public History. This certificate program integrates an important work-integrated learning experience for students in the form of a course-based work placement at the 4000-level, and the Dean's Office hopes more students engage in work-integrated learning experiences in History's programs.

Recommendation 3b

As indicated in recommendation 1b, a CRC in digital humanities could open up the door to exploring ways of developing a digital public history aspect of the certificate.

Program Response

The Program welcomes this recommendation. Please see the response to 3a above.

Dean's Response

Digital public history would be a valuable potential addition to public history programming in the Department and should be explored in the development of a strategic plan for public history.

Recommendation 3c

Considering the strengths in Indigenous history, the certificate could incorporate an Indigenous public history component which would lead towards placements in Indigenous organizations in the GTA.

Program Response

The program welcomes this recommendation. The PHC already incorporates Indigenous content in some of its placements. These could be expanded, not only through the GTA, but, with the use of online technology, more widely in Ontario. A hire in Indigenous history (see Recommendation 1a) would also facilitate our ability to realize this aim.

Dean's Response

See response to 3a.

Recommendation 3d

Due to the expertise of new hires, the certificate could incorporate a global history component.

Program Response

With the new appointment in Global Public History in 2020, this is already being done and will continue to be developed. The program is interested in new faculty members who have a public history component to their research or teaching.

Dean's Response

See response to 3a.

Recommendation 3e

With the support of LA&PS, internships could be expanded beyond galleries, museums and archives and include community organizations, banks, businesses, etc.

Program Response

In the current form of the PHC, much work has gone into making the best experience possible for students, placement institutions and faculty members. Placements have in fact expanded each year, and there are more placements than students. The program is cautious about significantly changing the character of the student experience by expanding it to banks, businesses, community organizations and so on. These might be better accommodated outside of the current placement program. Secondly, the placement organizations and institutions presently in place in the PHC are able to offer an effectively tailored experience to students in public history, one that speaks directly to the discipline and practice of the public history field. It is beyond the current

resources of the PHC to explore how placements might be expanded.

Dean's Response

The Dean's Office agrees that students in History should be afforded more opportunities for work-integrated learning experiences (placements, internships, co-op, C4, etc....), and concur with the Department that this need not necessarily be tied to the public history certificate program. The Department could consider the creation of a co-op program.

Recommendation 4

The Department of History's curriculum and the rich diversity of courses are conducive to the study of intersectional history and its methods. It provides fertile terrain to explore pathways in the development of new certificates and/or micro credentials either in-house or in collaboration with other departments and units, such as the Indigenous Studies program in the Department of Humanities.

Program Response

The Department welcomes this recommendation and has already been exploring such pathways. One example is the program's active cooperation with the Black Canadian Studies Certificate. Another is the recent proposal to develop a program stream in applied liberal arts with the departments of Philosophy and English. The program plans to continue to seek out opportunities to explore pathways.

Dean's Response

The Office of the Dean supports curricular innovation in the programs in the Department of History. While new thinking in program development sometimes encounters challenges in LA&PS, the Office of the Dean will continue to support any unit that seeks to innovate and create new, pedagogically rigorous, and exciting programs. The Department should consider pursuing course development in applied liberal arts.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1	That new hires for History be prioritized to ensure the ongoing quality of the program.	See response to 1a below.		
1a	That a targeted Indigenous hire be made. In addition, an appointment should be made in a thematic, geographic and chronological area to support the needs of graduate teaching and supervision.	The faculty complement renewal plan including the 3-year hiring plan should continue to be developed.	Chair, Department of History Associate Dean, Faculty Affairs Dean, LA&PS	Ongoing
1b	That a Canada Research Chair in Digital Humanities be situated in the History Department.	See response to 1a above.		
2	That the graduate program in history formally add the field of Indigenous History to the graduate program.	The program should continue its review of fields, as well as the addition of an Indigenous Field, following the established curricular governance processes.	Graduate Program Director, Graduate Executive, Associate Dean Graduate	Discussion to take place in Winter 2023. Resulting curricular proposals to come forward in 2023-2024.
3	That the program explore ways of consolidating and broadening the Certificate in Public History.	See responses to 3a – 3e below.		
3a	That courses counting towards the certificate be consistently	The program should develop a strategic plan for the various	Chair of History Department, Undergraduate Program	Strategic plan to be developed by

	offered every year.	ways to expand work-integrated learning and public history.	Director, Coordinator, Certificate in Public History, Associate Dean, Programs Associate Director, Faculty Curriculum Associate Director, Experiential Education	the end of Fall 2023.
3b	That a CRC in Digital Humanities support development of a digital history aspect of the certificate.	The program should consider incorporating digital public history into the strategic plan for the certificate.	See 3a above.	See 3a above.
3c	That an indigenous history component be incorporated into the certificate.	The program should consider expansion of indigenous content and placements as part of the strategic plan for the certificate.	See 3a above.	See 3a above.
3d	That a global history component be incorporated into the certificate.	The program should solidify global history content and placements as part of the strategic plan for the certificate.	See 3a above.	See 3a above.
3e	That internships be expanded to include community organizations, banks and businesses.	The program should undertake an assessment of work-integrated opportunities for history majors and how to expand them (not necessarily within the certificate.)	Chair of History Department Undergraduate Program Director, History Associate Dean, Programs Associate Director, Experiential Education	Review to be completed by the end of Fall 2023.
4	That the Department continue to explore curricular innovation, including the potential development of new certificates and/or microcredentials in the Department or in collaboration with other units.	The Department should continue to explore curricular innovation options, including opportunities afforded by the creation of new courses.	Chair of History Department, Undergraduate Program Director, Associate Dean, Programs Associate Director, Faculty Curriculum	Winter and Summer 2023 and ongoing

5	That the Department collaborate with the History Department at Glendon to allow for better flexibility for students to take courses in either program based on interests and particular faculty expertise.	The Department should continue to explore collaborative options with Glendon.	Department Chairs and faculty members, LA&PS and Glendon	Winter 2023 and ongoing
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YORK UNIVERSITY

Final Assessment Report

History, Undergraduate (BA, iBA)

Cross-Disciplinary Certificate in Public History

(in collaboration with the Faculty of Liberal Arts & Professional Studies)

Glendon College/Collège universitaire Glendon

Cyclical Program Review – 2013 to 2021

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

Program(s) Reviewed:

History BA, iBA
Certificate in Public History

Reviewers appointed by the Vice-Provost Academic:

Professor Nathalie Kermaal, Professor and Associate Dean (Academic), Faculty of Native Studies, University of Alberta.

Professor Sandra den Otter, Professor, Department of History, and Vice Provost International, Queen's University.

Dr. Jean Michel Montsion, Associate Professor, Canadian Studies Program, Department of Multidisciplinary Studies, Glendon College, York University.

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: December 5, 2021

Date of the Site Visit: March 29-30, 2022

Review Report received: April 18, 2022

Program Response received: June 15, 2022

Dean's Response received: October 11, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, March 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020

SITE VISIT: March 29-30, 2022

A virtual site visit for the history programs in Glendon College was organized in conjunction with the review of the history programs in the Faculty of Liberal Arts and Professional Studies (LA&PS). The site visit for Glendon's programs consisted of interviews with the following individuals:

- Vice-Provost Academic, Lyndon Martin
- Principal Marco Fiola
- Associate Principal Academic, Audrey Pyée
- Chair, Mark Jurdjevic
- Full-time faculty
- Part-time faculty (course directors)
- Undergraduate students
- Associate Dean of Libraries, Jack Leong and University Library Director for Content Development and Analysis, Patti Ryan.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in September 2024).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS:

The History Department at Glendon College was established at the College's inception in 1966, and it offers honours degree options leading to a BA or iBA, a minor option, and a 90-credit degree option for the BA. The program also offers a Certificate in Public history in collaboration with the History Department in the Faculty of Liberal Arts and Professional Studies (LA&PS). Glendon's faculty are also active members of York's graduate program in History.

The reviewers note that the Glendon History department demonstrates "serious commitment to bilingual and bicultural teaching [...]. It actively trains students and offers an intimate study environment through small classes, which students appreciate and value." They also indicate that "instructors take exceptional care in student assessment and the smaller classes means more individualized assessments." In response to students' request for more digital media-oriented assignments in the curriculum, the reviewers suggest the unit take advantage of the tremendous technological and

pedagogical resources provided by the Glendon Digital Media Lab.

Efforts to incorporate experiential education opportunities have been undertaken since the last review, including opportunities to work in the Archives of Ontario and the Centre for Research on Latin America and the Caribbean at the Keele campus and the Glendon Digital Media Lab (GDML).

The reviewers also note that the relatively small number of courses creates some challenges in comfortably supporting the program learning outcomes. In addition, students have indicated they would like more options for French-language courses. However, the Glendon History department has defined priority areas to teach, and students may pursue other areas through the Faculty of LA&PS on the Keele campus. The reviewers were optimistic that the work being undertaken on bilingualism and the structure of the Glendon BA will help foster new directions for Glendon's programs. Efforts to review curricula should be conducted in alignment with the goals of Glendon's revisioning exercise.

It is clear to the reviewers that there is a challenge with the small number of francophone students and the few international students. However, they note that Glendon's mid-Toronto location, combined with its small classes, individualized teaching environment, and beautiful setting, make Glendon a compelling choice for international students. These features, along with the core curriculum in development, are important elements of international student recruitment.

The reviewers remarked on the scholarly engagement among faculty members that was clearly demonstrated in the CVs provided as part of the review and underscore that support for early researchers and new faculty members will be important to maintain this engagement. They also flag the importance of ensuring resources in both languages for historians studying at Glendon, and that support from the libraries is critical to the effectiveness of the history programs at both Keele and Glendon campuses. Space also remains an issue at Glendon especially for contract faculty who do not have an office or a space of their own.

The report concludes with the following statement, "The History department at Glendon, even though small, with a limited budget has continuously made a very significant contribution to Glendon College by the quality of its programs, the quality of its teaching (faculty and contract faculty), the quality of the research endeavors of tenure-track and tenured faculty, the friendly environment (due to lower enrollment in classes) conducive to a great learning experience for students, and the many projects the History department has pursued, such as the Digital Media Lab."

The reviewers explained that making recommendations was a challenge prior to the results of the College-wide rebranding and revamping exercise, as well as an imminent report on administrative services. Given the fluidity of the situation, the reviewers focused their recommendations on the qualities and attributes of the existing program.

They also noted their appreciation of “the self-study, which reflected careful self-examination and willingness to think imaginatively about the future of the program and also the high degree of engagement by faculty, staff and students.” They state that “this jewel (the History department) nestled in the Glendon campus should receive continual support to help map the future of Glendon College in different areas.”

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

Faculty hire: While it is clear the History department does a tremendous job with a small team (including very dedicated contract faculty), there are concerns that the faculty complement is shrinking due to retirements. Renewals are needed in some areas such as French History and Ancient History (due to the success of these courses). As well, as a response to the Truth and Reconciliation Commission (TRC) and in alignment with the University Strategic Plan, a new appointment in Indigenous History to complement strengths in Canadian History would certainly be an asset for the future.

Program Response

The Program agrees with this recommendation. There are three areas that would benefit the department and the Glendon community. A position in Indigenous History would enrich the offerings in Canadian history with a vital Indigenous perspective. Given Glendon’ unique affiliation with bilingualism and French-language/culture expertise, a hire in Modern France to fill a spot left by a recent retirement is also a top priority. Ancient history remains an area of considerable appeal for students, and it is a topic that many now take through the Faculty of Liberal Arts and Professional Studies (LA&PS). The department is also open to a joint-hire if this were possible.

Principal’s Response

It is clear that the Department will need to hire within the next few years, in order to deliver its ambitious program and service courses, including those that are likely to be part of the new Core Curriculum. The areas in which the Department is interested in further developing its programming could set it apart even more from other program offerings in the GTA, or even in Ontario. These plans are well suited to support the objectives that form part of the strategic repositioning exercise that Glendon is currently undergoing which should yield greater enrolment and enable units to move ahead and proceed with faculty renewal. A 5-year complement plan will help present plans for the program and how gaps in chronologically- or geographically-defined areas of focus can be filled over the next several years.

Recommendation 2a

Continue to explore all opportunities for greater collaboration between Glendon campus and LA&PS history departments for graduate teaching opportunities for Glendon faculty, thus ensuring that Glendon students can take courses through LA&PS to have greater choice, and that LA&PS students have opportunities for French-language learning and other of the distinctive benefits of the program at Glendon.

Program Response

The program agrees with this recommendation and is in preliminary discussions with the LA&PS department about opportunities for enhanced collaboration. The two departments are considering exploring the viability/advantages of creating a single curriculum committee, with sitting members from both departments that would plan both curricula together. Strictly speaking, the freedom of LA&PS and Glendon history students to take courses at either campus is already in place. However, the constraints of the current budgetary model result in revenue loss to Glendon should students take classes through LA&PS. Solutions to this issue are external to the department. An idea that will be explored over the next year is a one-department, one-administration, two-campus scenario for History, similar to that of Gender and Women's Studies (GSW). Another idea to explore is an undergraduate-level faculty exchange between campuses. The goal would be, for both campuses, to enhance the diversity of undergraduate course offerings.

Principal's Response

Collaboration between the two campuses is very exciting and something that the Office of the Principal could support, particularly if initiatives create a richer, more diverse course offering for York University students. Other Departments at Glendon are thinking about the One-Department/Two-Campus model, akin to GSWS, and the Principal's Office wishes to accompany the department as they consider that option, although clearly this is an initiative that doesn't originate in the Office of the Principal.

Recommendation 2b

Explore how online or virtual teaching may contribute to greater collaboration: the possibilities of virtual collaboration have been opened up since pandemic, but effective online teaching requires appropriate resourcing.

Program Response

The department is open to exploring the possibility of creating online, shared courses between two faculty members, one at Glendon and one in LA&PS. There are many ways to bring faculty together around online teaching initiatives. The Glendon history department has raised the possibility of striking an ad hoc "collaboration committee" next fall with the history program in LA&PS, made up of members of both departments.

Principal's Response

Glendon is creating a new position of Coordinator of Mobility Initiatives whose role will involve assessing the needs and aspirations of units at Glendon and preparing a five-year mobility strategy. Mobility for faculty includes the possibility to make their courses more easily available to all York students, but also to teach beyond the confines of York University, or to include students other than York's. Now that the physical barrier has been overcome there are far fewer impediments to participating more actively in the Globally Networked Learning initiative, or the Hemispheric University Consortium. With a Latin America specialist in the Department, the HUC could be a potentially exciting portal that could further distinguish Glendon's program offering in History.

Recommendation 2c

A specialist librarian discussed in conversations with the LA&PS history department would also be of great benefit to history faculty and students at Glendon.

Program Response

The Glendon History program agrees and thinks that a discipline-specific librarian would be an advantageous resource for students. In the decentralized library context support provided to the LA&PS history department could potentially include Glendon, providing there is a minimum level of bilingualism.

Principal's Response

This type of decision is external to the Department, and possibly external to Glendon itself. Library resources are planned and distributed by the Dean of Libraries. The Frost Library, located on Glendon Campus, is a satellite operation of the central library administration located on the Keele campus. A collaborative approach to discussions which include both History departments would be beneficial.

Recommendation 2d

Glendon should explore joint hires or enabling LA&PS faculty to teach undergrad courses at Glendon (like in Ancient History). Allowing courses taken by students at the other campus to be recognized as part of their home program (like the School of Gender, Sexuality and Women's Studies) is also a potentially valuable collaboration.

Program Response

Glendon's history department agrees that these two suggestions are potentially valuable collaborations and is open to exploring a joint hire and to conferring with the LA&PS department on their hiring priorities. Although the Glendon department has a clearly defined local complement plan, given the small size there is a wide variety of areas/fields beyond that complement plan that would add immediate value to the

undergraduate experience. Given the reviewers' comments about enhancing the Certificate in Public History (see recommendation 3) and incorporating a greater digital component, the program would be open to a joint-hire digital-humanities specialist that could work for both departments. The ideas of LAPS faculty teaching at Glendon and modelling History on the GWST example will be explored.

Principal's Response

Joint-appointing faculty is not a simple process and one that has budgetary implications, at the very least, but also tenure and promotion implications. The idea deserves to be further explored.

Recommendation 3

The Cross-Disciplinary Certificate in Public History is valuable. Additional administrative support is required if the option is to be scaled up. Sustained support for the Certificate and associated placements is important to advancing many of the goals that Glendon espouses. The Department could explore ways of consolidating the Certificate by:

- a) Working more closely with the Glendon Digital Media Lab (GDML) and related academic units to develop a digital public history component of the certificate, and
- b) Incorporating a global public history component. A global element would facilitate new opportunities for placement with Francophone or globally-oriented organizations, for example, with the Aga Khan museum.

Program Response

The Department observes that the certificate already has a respectable digital history component but is open to exploring ways to enhance options through assignments in certificate courses.

The Aga Khan component has already been completed and the Department continues to explore opportunities to further enhance global aspects.

Principal's Response

The GDML is a good example of a great idea that requires someone to take ownership over it and develop it to its fullest potential. The Office of the Principal plans to dedicate part of an IT position to the development of the GDML and its virtual applications, as well as to working with faculty to breathe IT life into their learning objectives and experiential education initiatives.

The Principal looks forward to supporting the department to further enhance its global aspects and notes that global is not always international.

Recommendation 4

The reviewers recommend that the design of guidelines for departments to contribute to the Glendon core curriculum make it possible for historians to participate fully in the common core.

Program Response

The program agrees with this suggestion, noting that the issue is largely external to the department. Some discussion of both existing and new courses that might be suitable for the learning objectives of the Common Core courses has already taken place. The History faculty members look forward to contributing to the Common Core.

Principal's Response

The proposed Core Curriculum will be moving forward in Fall 2022, for implementation in Fall 2023. All units that currently contribute to the General Education component of the curriculum will be called upon to participate in the Core Curriculum. History has already taken a lead in planning for its participation.

Recommendation 5

In order to increase the impact of History teaching and learning, the department and Glendon might consider offering summer courses. Cross-listing courses is another way to increase the exposure of more students to history content, notwithstanding some potential drawbacks, including repetition in course material.

Program Response

The department is open to offering additional summer courses and to exploring cross-listing courses, depending on the changes to the administrative structures. In the event that History forms part of a larger school with other thematically-aligned units, it will be necessary to undertake a joint, comprehensive look at offerings and where they integrate effectively with other unit's learning objectives and outcomes. In the meantime, the department will strike an ad-hoc committee to review existing cross-listed courses to rationalize/retire/integrate as necessary.

Principal's Response

There must be a balance between a healthy practice involving listing courses across disciplines, and disciplinary integrity. Students enrolled in a major want to be able to get to the desired disciplinary depth, while enjoying a breadth of experience in the early years of their major. There may be other ways to achieve interdisciplinarity in addition to cross-listing courses that may be worth exploring.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That plans for faculty renewal be put in place and a new appointment in Indigenous History be considered.	The Department should create a 5-year complement plan for faculty renewal for submission to the Principal.	Department Chair, Glendon	Complement plan to be complete by July 2023
2a	That the Department continue to explore greater collaboration for graduate teaching opportunities between the Glendon and LA&PS history departments.	The Department should continue conversations regarding collaboration between Glendon and LA&PS History at all levels, working with Principal's Office as needed.	Department Chairs, Glendon and LA&PS Others as needed	Ongoing
2b	That the Department explore possibilities for collaboration through online or virtual teaching.	The Department should continue to explore collaborative options with LA&PS as well as broader learning networks.	Coordinator for Mobility Initiatives, Department Chairs, Glendon and LA&PS	Discussions to take place through 2023; implement pilot initiatives 2023-2024
2c	That the university consider a specialist librarian for History.	The History Departments at Glendon and LA&PS should initiate discussions with the libraries, supported by the Principal and Dean.	Department Chairs, Glendon & LA&PS, Graduate Program Coordinator, Glendon Principal, Dean of LA&PS, Dean of Libraries	Discussions to begin in Winter 2023
2d.	That the possibility of joint hires with LA&PS be considered.	The History Departments at Glendon and LA&PS should consider undertaking discussions about joint	Department Chairs, Graduate Program Coordinators,	Discussions to begin in Winter 2023 and beyond as necessary

		hires.	Glendon Principal, Dean of LA&PS	
3	That supports for the valuable Certificate of Public History be explored.	The department should work with the GDML to support experiential education initiatives, and it should further explore global opportunities.	Department Chair, GDML IT position (forthcoming Summer 2023), Office of Experiential Education	Discussions to begin in Winter 2023
4	That the History Department contribute to the Core Curriculum at Glendon.	The department should continue planning for participation in the Glendon Core Curriculum.	Department Chair, Core Curriculum Lead, Associate Principal Academic	2022-2023 and ongoing
5	That the Department consider offering summer courses or cross-listing courses to increase students' exposure to history content.	The department should continue with existing summer offerings and continue with plan to review existing cross-listed courses.	Department Chair, other Department Chairs in Humanities and Social Sciences	2023 and ongoing

YORK UNIVERSITY
Final Assessment Report

Global Health, BA, BSc

**School of Global Health
Faculty of Health**

Cyclical Program Review – 2014 to 2021

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

Program(s) Reviewed:

Global Health, BA, BSc

Reviewers appointed by the Vice-Provost Academic:

Susan J. Elliott, Professor, Geography and Environmental Management, University of Waterloo, Ontario

Simon Rushton, Professor of International Politics, Department of Politics and International Relations, University of Sheffield, UK.

Daniel Cohn, Associate Professor, School of Public Policy and Administration, York University, Ontario

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: May 4, 2022

Date of the Site Visit: June 13 & 16, 2022

Review Report received: September 26, 2022

Program Response received: November 21, 2022

Dean's Response received: December 13, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, March 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: June 13 & 16, 2022

The virtual site visit consisted of a series of conversations with the following individuals and groups:

- Vice-Provost Academic Lyndon Martin
- Interim Dean of the Faculty of Health, Susan Murtha
- School of Global Health Director, Adrien Viens
- Undergraduate Program Director, Kathleen Fallon
- Full-time faculty members
- Part-time faculty members
- Undergraduate students
- Associate Dean, University Libraries, Jack Leong, and Teaching and Learning Librarian Ilo Maimets.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in September 2024).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION AND STRENGTHS:

The BA/BSc programs in Global Health first launched in 2014, predating the creation of the School of Global Health which launched in 2020. Global Health degree options include the Honours degree and the Specialized Honours degree.

The reviewers found the objectives of the program to be clear and distinctive when compared with the Global Health programs at most other Canadian universities. In particular, the program puts an emphasis on interdisciplinarity, seeking to provide students with the knowledge and skills to be able to understand and analyze global health issues from a wide range of perspectives. The reviewers note in their report that “It was clear from our conversation with current students in the program that [the program’s] interdisciplinary nature was a big attraction, and they greatly appreciated the opportunity to examine global health from social science as well as natural science perspectives”. In addition to interdisciplinarity, the program has developed a strong curriculum based in blended and experiential learning.

The practicum in Global Health is described by the reviewers as “the ‘jewel in the crown’ of the program, although by its nature it is resource intensive – especially in terms of

building and sustaining the necessary partnerships.” They noted that international placements in particular in Global Health are in short-supply and are reliant on the existing networks/contacts of faculty members. As such, the reviewers encourage additional support and resources for the practicum be made available when possible, writing that “providing more support to the practicum would be a worthwhile target for investment.”

The lack of capacity to deliver a full complement of courses for the program was identified as a concern of the review committee, as it was by faculty, student and support staff as well. Currently there is a reliance on part-time and non-tenured faculty, and the reviewers note that not all faculty have teaching obligations. However, they write in the report that, “the caliber of faculty is impressive in terms of both their research and teaching, and the diversity of their academic backgrounds reflects the interdisciplinary nature of the program, as well as its global focus. We found a strong sense of community within the School. In particular, we heard extremely positive feedback from students about the responsiveness and supportiveness of faculty.”

The review report also makes note of the impressive library resources and support of the library staff, noting “There are opportunities to make more use of the available expertise on information literacy in an integrated way within individual courses.”

The reviewers commented briefly on the plans outlined by the School in the Quality Enhancement section of the self-study and supported many of the ideas raised. Action to implement those plans has been included as item 6 in the implementation plan below.

In addition to their comments on the program’s plans, the reviewers made the following recommendations.

RECOMMENDATIONS:

Recommendation 1

Develop and implement a more pro-active strategy for the marketing of the Global Health program. This is a key recommendation: the success of this will be a prerequisite for the implementation of other recommendations.

Program Response

This recommendation has been partially touched on in the plans developed by the School, but it bears saying that the Global Health degree programs have continued to be marketed in the same way for years, and it has not led to an increase in enrollment. With the creation of a new School of Global Health, including one that has been extremely successful in attracting research funding and news coverage, and which has improved course content and offerings, offers a very desirable practicum opportunity, and sees faculty winning awards for research, teaching, and service, it is not the quality

of the program that is the cause of not meeting enrollment targets. Once students take the School's classes, they really enjoy and see the value of global health.

The main challenge is getting more students into global health classes in the first place. This challenge is based on two considerations. First, while students know what psychology or nursing is, they do not know what global health is – and, as a result, they tend to gravitate more to programs that are recognizable or familiar. More resources and innovative thinking are required to change the way marketing campaigns and recruitment activities seek to advertise global health, as it is not sufficiently resonating with students. There is also a need to develop and enhance educational initiatives that can be used to demonstrate what kinds of things students would be doing if they studied global health. For instance, the School is looking into developing a World Health Organization (WHO) Simulation, which not only would enhance experiential education opportunities for current students but would also serve as a recruitment event. Second, students are unclear what career and professional opportunities are possible after obtaining a degree in global health. More global health and public health specific career focused work is required to help elucidate opportunities that are not currently being provided by the Faculty or University offices/organizations that do career work.

The School is also pursuing other ways to attract more students to take global health courses and therefore consider a double major or minor. This includes revisiting and removing non-essential course pre-requisites, creating new and revising existing Specialized Honours streams, exploring the creation of new courses or combined programs with other units within York where there is an overlap with global health (such as in the Lassonde School of Engineering and the Disaster & Emergency Management program).

Dean's Response

The Interim Dean concurs with this recommendation. The program has suggested some creative actions. It is important to include any changes to recruitment tactics into strategic enrollment management plans and make sure they are part of integrated resource plans.

Recommendation 2

Resolve, as a matter of urgency, the internal debate over the appropriateness/necessity of the basic science requirement.

Program Response

The basic science requirement – i.e., the 15 credits of basic science courses, with 6.0 BIO/CHEM/PHYS credits, 3.0 EECS credits, and 6.0 MATH credits – is the same for all BSc degrees within the Faculty of Health. Thus, changing these requirements would not be specific to the School's programs but would have wider implications for other BSc degree programs in the Faculty. That being said, the School believes there can be

modifications to the basic science required courses that can achieve some of the School's objectives around supporting student success and enhancing choice in a way that would benefit other students enrolled in BSc programs.

Dean's Response

If the recommendation above is in relation to the high school science requirements, the program should explore specific first-year course options for when a student is missing one requirement.

Regarding the basic science requirement for the BSc, the program is correct that modifying the basic science BSc degree requirement would require a change at the pan-university level and cannot be undertaken for just one program. However, the option of substitutes for some of the basic science courses should be explored within the context of the BSc degree level expectations. If there is interest by students to take a specific course such as statistics, students may explore offerings available to them as an elective. The School should also explore the possibility of waiving certain prerequisite requirements for statistics courses.

Recommendation 3

Expand the range of provision [of electives] within the School. This seems key to ensuring that there is an appropriate range of electives accessible to students and it would allow them to be more specifically tailored to Global Health students.

Program Response

The need to expand the range of provisions within the School is going to require adequate space. For example, the School has run out of office space for faculty members as well as not having sufficient space for undergraduate research assistants, graduate students, post-doctoral fellows, or visiting scholars. While the School agrees with the need to expand provisions within the School, the priority is to first ensure that it has the appropriate space and resources to be able to adequately support present needs as well as future expansion.

Dean's Response

Creating further electives is tied to meeting enrollment targets, recruitment and retention of undergraduate students, teaching loads, and complement plans. It is a good idea to prioritize creating and offering electives that will satisfy a student's stream requirement particularly in the popular Health Promotion and Disease Prevention stream. Finding a space in a specific building can be a challenge.

Recommendation 4

Increase the resourcing available to create and sustain the partnerships (especially international partnerships) on which the practicum depends. Dedicated staff to support

this should be a priority for investment.

Program Response

The wording of this recommendation risks giving the impression that (i) there is a problem with creating and sustaining partnerships and that (ii) this is a result of the staff in place who support research and educational partnerships. This is not a problem. The Faculty of Health's International Relations Manager does a wonderful job and is extremely supportive of the School's work around international partnerships and international practicum placements. Similarly, one of the Faculty of Health's Experiential Education Coordinators provides extremely helpful support for the domestic partnerships, experiential education initiatives (including the practicum), alumni development, and career and employability work in the School. Where investment and resourcing needs to be targeted is around the sustaining of programs and relationships with partners, improvement of facilitation of strategic partnerships, and more effective communication of outputs/successes. This would not only make current partnerships more sustainable, it would also avoid lost opportunities with potential external partners when engagement is delayed.

There is a need to distinguish between research partnerships (primarily in the form of collaborations on grants, publications, and research projects) and education partnerships (primarily in the form of practicum opportunities, globally networked learning opportunities, and Las Nubes campus courses, as well as for the new PhD program in the form of cotutelles and short-term research visits at other institutions). Both research and education partnerships can involve domestic and international partners, and the relationships and opportunities that emerge can also involve the intersection of other offices and staff within the Faculty or York, such as the Faculty of Health Research Office.

Increased investments as outlined below will be crucial to partnerships within the School of Global Health:

- Pre-positioning research teams for upcoming grant and collaboration opportunities
- Creation of strategic initiatives to facilitate researcher engagement
- Development of a platform for sharing more up-to-date information on current and planned faculty research projects
- Faculty travel awards to allow researchers to visit partner institution(s), as separate from faculty travel funds to present papers at conferences.
- Ensuring that student travel awards for students undertaking international practicum placements keep pace with enrollment growth
- Ensuring broad-based faculty mentorship for research and education partnerships
- Greater support around advertising and marketing all of the outputs and opportunities that are created through research and education partnerships.

- Opportunities to provide greater recognition and sustain links to active members from partner institutions who make substantive contributions to the School's research and/or educational activities
- Adequate support for research and educational partnerships for students in the new PhD program
- Adequate support for the scaffolding of experiential learning opportunities to draw on connections but do not strain existing networks
- Ensuring a more streamlined and defined EE and community engagement strategy in the School to help to keep partners engaged in diverse ways.
- Adequate resources to maintain partnerships at the local level in between practicum offerings that may be intermittent
- Strategies for identifying and maintaining relationships with external partners for research, policy work, and practicum placements.

Dean's Response

The Faculty of Health has invested in staff positions to support the international partnerships/practicums. In addition to the two staff positions as resources, the Global Health practicum experience is supported with 1) course release for the Practicum Course Coordinator position and 2) a Practicum CD is part of a faculty member's teaching load. The program has provided some thoughtfully articulated suggestions; however, some of these are out of scope for the undergraduate degree (particularly around graduate program ideas, or establishment of research teams). Other ideas would contribute to recruitment (advertising outputs and opportunities from education partnerships) and others require more resources that are not yet available.

Recommendation 5

Address the varying nominal teaching loads between faculty with different 'home' departments.

Program Response

The School of Global Health continues to work with the Dean to develop a teaching workload allocation that can bring the faculty members currently in the School of Kinesiology and Health Sciences and the School of Health Policy and Management into the School of Global Health, as well as providing a fair workload for those faculty already appointed to the School.

The small size of the School presents a challenge as well. The fact that not all faculty teach in the undergraduate program and that a significant percentage of the faculty hold service leadership roles (e.g., Director, UPD, GPD, practicum coordinator), limiting the further development of global health core and elective courses needed to sustain and grow the undergraduate program, improve the student experience, and provide the requisite coverage as a result of sabbaticals, teaching buyouts, retirements, and departures.

There is a need to finalize the process for requests for cross-appointments and joint-appointments from existing faculty members in the Faculty of Health and other Faculties at York. This requires Decanal approval and a process by which to initiate and manage such appointments.

Dean's Response

The Interim Dean agrees with the reviewers' recommendation.

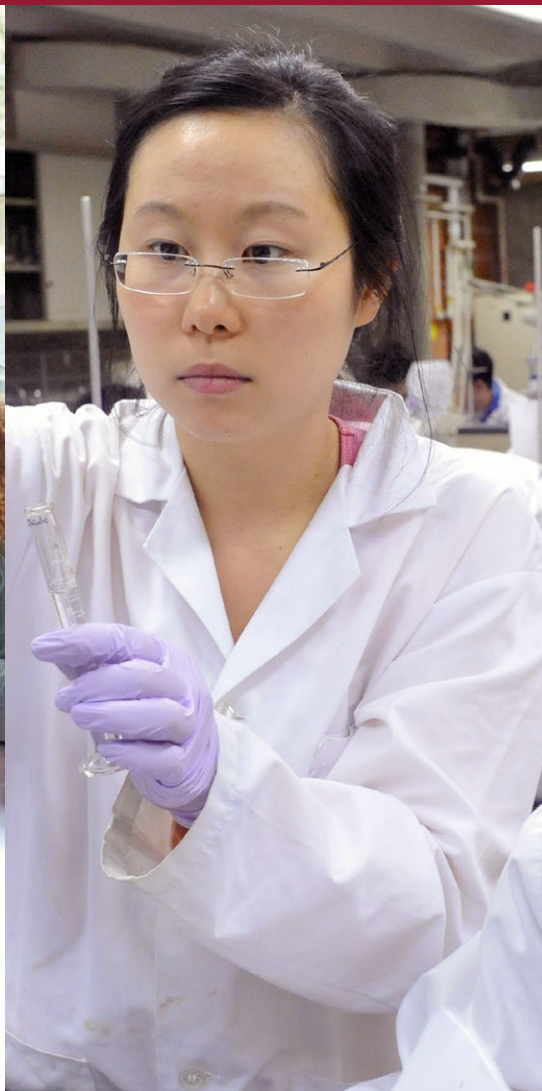
IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That a pro-active strategy for the marketing of the Global Health program be developed and implemented.	The School should align recruitment tactics with the Faculty of Health Strategic planning exercise and strategic enrollment plans. It should also collaborate with the Director of Communications and Planning, as well as York central Marketing to influence marketing materials.	Director and UPD, School of Global Health Associate Dean Students, Faculty of Health Director of Communications and Planning, Faculty of Health, York Central Marketing	Winter and Summer 2023 and ongoing
2.	That the basic science admission requirement for the BA and BSc degree be reviewed.	For students who may not have the required high school science courses, the School should ensure students are guided to alternate first-year courses to satisfy this requirement.	Director and UPD, School of Global Health OSAS staff, Faculty of Health	Winter and Summer 2023 and ongoing
3.	That the range of provision within the School be expanded to ensure an appropriate range of electives tailored to Global Health students is accessible.	The School should prioritize creating and offering electives that will satisfy a student's stream requirement, particularly in the popular Health Promotion and Disease Prevention stream. Teaching load and complement requests should be made that align with enrolment, recruitment and retention targets. The School should focus on	Director, School of Global Health Dean, Faculty of Health Executive Officer, Faculty of Health	Winter 2023 through to Fall 2025. Curricular approval processes should be followed in 2023-24 with goal to launch in Fall 2025.

		recruitment and retention as well as finalizing a teaching load document and submitting curricular proposals. Also explore space for faculty and students in buildings other than the Dahdaleh Building.		
4.	That support for partnerships, including international options on which the practicum depends, be adequately resourced.	The School should advocate for any new resources through the faculty strategic planning process.	Director, School of Global Health Dean, Faculty of Health Associate Deans, Faculty of Health	2023-24
5.	That the varying teaching loads from different 'home' departments be addressed.	The School should continue to develop a teaching load document.	Director, School of Global Health, Dean, Faculty of Health	2023 and ongoing
6.	That the initiatives and plans identified by the School in its self-study continue to be developed and implemented.	The School should continue the development of plans and initiatives identified in the self-study and endorsed by the external reviewers.	Director, School of Global Health, Faculty and staff, School of Global Health, Dean, Faculty of Health	Ongoing

A New Normal: The Resilience of Quality Assurance in Ontario's Universities



Trustworthy Quality Assurance

A Message from the Chair of
the Quality Council



Paul Gooch, Chair

→ Trustworthy? Yes. When the business is assuring others, then assurance won't work unless you are trusted. And it's not news that there is a lack of trust in many areas of contemporary society. Polls conducted regularly by Gallup and Pew chart a continuing decline in trust in many public institutions. The question of trustworthiness has played out in the last three years, as science and politics struggled with the pandemic. When public trust decays, it is replaced by complacency and cynicism.

It's timely, then, to ask what makes a system worthy of trust. Though there's a good deal of academic work on this subject, the basic elements are not complicated. In personal terms, trusted people have records of being honest and truthful; but that's not enough. They also need to be acknowledged as knowledgeable about whatever it is they are claiming.

Even that, though necessary, isn't sufficient. The trustworthy can't have their own interests override the interests of those who trust them. The suspicion of ulterior motives will deflate trustworthiness.

When it comes to quality assurance activity in the university sector, I propose that the general conditions for trustworthiness are summed up in three words: expertise, independence, and accountability.

Expertise

It's a requirement of our Quality Assurance Framework (QAF) that university programs in Ontario are not approved to commence unless they are appraised positively by experts; and they must be reviewed by experts at intervals no longer than eight years. As one of the Framework's principles puts it, "expert independent peer review is foundational to quality assurance." The qualifications of reviewers include their scholarly expertise, but they are also expected to be at the associate or full professor level, and preferably will have experience in assessing academic programs.

Peer review isn't perfect. Those concerned about its effectiveness – and trustworthiness – may suspect that the relationship with the program is too cozy. Or that reviewers may have inappropriate bias. That's why the second condition, independence, is crucial. We'll come to that in a moment; first, though, a comment on peers. While peers are usually thought to be colleagues in the same academic area, these peers belong to what we can call first-order assessment. That's crucial: you want a skilled practitioner to assess your performance. However, those practitioners need to be chosen, and their reports have to be understood, by decision makers higher up the line of authority. That higher level of appraisal is second-order assessment, and it is best done by those who understand what academic quality assurance is about. Their commitment to academic values enables them to make informed judgments about recommendations for reviewers, the adequacy of documentation, the pertinence of advice given, and so on. The idea of peer assessment, then, should include second- as well as first-order appraisals.

What about reviewers who, though not academics, are established practitioners in professions? With the striking increase in professional graduate degrees (in the last five years the greatest growth in Ontario university degrees has been at Master's level – [see chart here](#)), should the notion of peer now include professionals? As colleagues and partners of future

“

A quality assurance system that is happily trusted is one that is accountable to its constituencies.

graduates, they should have a voice in review processes. Whether that extends to inclusion on a review team will undoubtedly provoke further discussion in the system.

Independence

Back to the questions of bias and coziness in reviewers. It's worth noting that the revised Framework calls for two reviewers for all programs. Some institutions add an internal team member from a different area, often to provide wider context; their role is akin to the second-order assessment mentioned above. While they are not competent to assess programs outside their own areas, they do provide another set of eyes on the review process.

The most important guarantee of independence, however, comes at the decanal level where the reviewers are finally selected. The program under review will propose a list of names, but a vigilant dean will want to be satisfied about their qualifications, including both academic stature and their ability to make independent judgments. When review reports come before governance committees or senates, members should be assured on these two counts.

Accountability

Expertise and independence won't themselves create trustworthiness if no one knows about them. A quality assurance system that is happily trusted is one that is accountable to its constituencies.

A university's governance committees provide one form of accountability, especially within the institution. And of course, the whole point of the Ontario universities' quality assurance processes is accountability to the system as a whole. (As an aside, for the Quality Council itself to be trustworthy, it must exercise experienced academic judgment and enjoy independence from the institutions reporting to it.)

But perhaps we should ask whether we can all do more to make quality assessment more evident. While reviews and implementation plans are available to interested persons, they shouldn't be difficult to find. Nor should their public versions be difficult to understand by the non-specialized. Since the quality of a program will be of most interest to its current and

potential members, especially students, the Council recommends posting the outcomes on the program's website.

Expertise, independence, and accountability. These conditions are especially important because of the wide range of those who are being assured about the quality of a university's program. The immediate circle includes its students and faculty, widens to the decanal, central, and governance levels, and then expands to parents, to employers, to citizens, to donors and to government.

Trustworthiness has to cover a great deal of ground. This Annual Report, another form of accountability, demonstrates that the system is working very well. But trust, like love, can never be taken for granted. And we can always use more of it.

Final Words

While new circumstances demand new measures, some changes are inevitably persistent and require our grateful acknowledgement: the farewells — retirements, new positions, ends-of-terms, and so on — that bring change to the Quality Council and its two committees. From the Quality Council, Donna Rogers is now enjoying her retirement, Jen Stephenson has completed her term, and Douglas Deutschman has moved to a new position. We are grateful to these colleagues for their diligent work on the Quality Council. From the Appraisals side, Stéphanie Walsh-Matthews has left the Committee to take on a new role at Toronto Metropolitan University. We thank her for her service and we wish her the best. And finally, the Audit Committee bid farewell to three retiring members: Wayne Loucks, Michael Pyley, and Charles Morrison (Vice-Chair, Audit Executive Committee). We are grateful for the wisdom and experience of these auditors. Charles Morrison, in particular, has left a lasting mark on the Quality Council's work: he was instrumental in drafting the revised Quality Assurance Framework, serving on both the Protocols Expert Panel and the Audit Expert Panel.

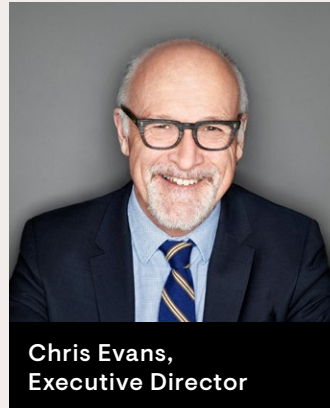
Happily, goodbyes often lead to welcomes. Susan McCahan joined the Quality Council on July 1, 2021. The Appraisal Committee was pleased to welcome Peter Thompson to its ranks, and Tina West was welcomed as the newest member of the Audit Committee. Our thanks to these new colleagues for the contributions they have already made.

Finally, the Quality Council was pleased to welcome Dr. Christopher Evans to the role of Executive Director on September 1, 2021. We are fortunate to benefit from his leadership and expertise, and from the dedication of an excellent team: Cindy Robinson as Director of Operations, Jennifer Bethune as Senior Quality Assurance Officer, and Coordinator Shevanthi Dissanayake. Those who have worked with any and all of the team will, like me, know that they are deeply trusted colleagues and join me in one more expression of thanks.

Paul Gooch

Dedicated and Dynamic – A Bright Future for Quality Assurance in Ontario

A Message from
the Executive Director



Chris Evans,
Executive Director

→ It is both an opportunity and a great pleasure to reflect on my first year as Executive Director, Quality Assurance, both in the context of the work we have done collectively as a sector and in the new relationships that have been built.

One observation from the past year is how dynamic our system is. Quality assurance is not static and I have seen this demonstrated in a number of ways. First, the system has been very busy incorporating the new elements of the revised Quality Assurance Framework into its policies and practices through the review and re-ratification of the Institutional Quality Assurance Processes (IQAPs). The evolution of our quality assurance (QA) system captured by the updated Framework and IQAPs reflects a mature system characterized by trust. Our work strikes a good balance between the accountability we all want and know we need, and the autonomy that empowers institutions to operate in ways that most suit their local cultures.

Dynamism is also illustrated by the nature of the new degree programs offered by our member institutions. As noted in this Annual Report, several new program proposals came to the

Appraisal Committee with quite innovative curriculum structures. The Framework – steeped as it is in the language of program-learning outcomes and Degree Level Expectations – proved to be flexible and accommodated these unique structures handily. The capacity of both our universities and our quality assurance processes to be responsive to evolving programming needs, and to the changing needs of society which that evolution reflects, is a demonstration of our QA system's adaptability.

Another feature of our system – and one that struck me from the outset – is the deep commitment to quality assurance that characterizes it. Members of the Quality Council, its Committees, and the institutional Key Contacts collectively bring a sense of passion and an energy to the work of QA that is reassuring given its centrality to the academic missions of our member institutions. These individuals quickly became my core informants for so many aspects of the work that I do along with my outstanding Quality Assurance Secretariat colleagues. Without this dedication to the values and processes of QA, our work would be very hard indeed. So, many thanks to all of you who have made me feel welcome, been generous with your ideas and advice and who have made this work so satisfying.

Dedication and dynamism are the two observations I've highlighted here. These, together with a system characterized by a high degree of trust, suggest a bright future for QA in Ontario's universities as we move into the era of a "new normal".

Chris Evans

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As noted in this Annual Report, several new program proposals came to the Appraisal Committee with quite innovative curriculum structures.

The Year in Review 2021 / 2022



→ The past year has seen universities across Ontario shift toward a new normal, even as the COVID-19 pandemic waxes and wanes. Students returned to campuses, and institutions adapted to varying public health restrictions. Amidst the flux, universities' quality assurance processes remained constant. While some of the quality assurance processes universities follow continued to be adapted to meet public health restrictions, Ontario's universities remained committed to the continuous improvement of their academic programs.

As in pre-pandemic times, proposals for new programs and cyclical reviews of existing programs included a rigorous external peer review process. In most cases, this was facilitated by virtual site visits, complete with online tours of laboratories, virtual performances, and Zoom meetings with faculty, staff, and students. In spite of these adaptations, universities have continued to reap the benefits of the quality assurance processes through internal reflection, external review, and Quality Council oversight. Ultimately, this tiered process benefits the principal stakeholder: the student. Despite the pandemic, students, their parents, and other stakeholders can be assured that the programs offered in Ontario's universities are striving to achieve their objectives and align with their university's mission and Degree Level Expectations.

While the resilience of quality assurance in the sector provides proof of the maturity of the system, this is also a system that has demonstrated an ongoing will to improve. For example, universities continued to dedicate time and resources to addressing equity, diversity, inclusion, and Indigeneity (EDII) in their academic programs and across their institutions. These efforts extend to universities' quality assurance processes. By integrating EDII directly into their policies and procedures, universities are codifying anti-racism, decolonization, and accessibility across all programs, making EDII an institutional priority. While these efforts were underway prior to the pandemic, the past year has seen an intensification of these efforts, and many EDII-related program developments and improvements have emerged as a result of universities' quality assurance processes.

Last year also saw the ongoing transition of the Ontario quality assurance system to the requirements of the revised

Quality Assurance Framework. This is another expression of the dynamic character of the quality assurance system in the Province.

Implementation of the Revised Quality Assurance Framework

Both the Quality Council and the Ontario Council of Academic Vice-Presidents (OCAV) approved the revised Quality Assurance Framework (QAF) in 2021. The revisions made to the Framework represented the key outcome of the 2018 review of the Quality Council. Overall, the review of the QAF and the Quality Council found evidence of a maturing system. This evolution of the system was incorporated into the revised QAF,



through opportunities for “adjusted oversight,” meaning that depending on each university’s capacity and needs, the Quality Council’s oversight of certain quality assurance activities may be temporarily increased or decreased. Efforts were also made to increase the efficiency of the Quality Council’s activities, in order to reduce the bureaucratic burden on universities.

While the QAF is the overarching policy to which all Ontario’s publicly-assisted universities have agreed, each university’s Institutional Quality Assurance Processes (IQAP) is the local expression of this policy. These policies ensure that universities’ quality assurance processes meet the requirements of the QAF, while reflecting the unique characteristics, mandates, and missions of each of Ontario’s universities.

Over the past year, universities have been working to revise their IQAPs to bring them into alignment with the revised QAF. During this time, the Quality Council has worked closely with universities to provide detailed guidance about how the Framework has changed and to help universities incorporate these changes into their own policies. For example, the revised Framework sets out certain parameters to guide the development of processes for monitoring new programs after they have launched. While universities can determine for themselves what these processes will be, they must align with the criteria outlined in the QAF. The result of this effort is quality assurance processes that are consistently rigorous across universities, but that honor each university’s unique characteristics.

The revised Framework, then, strikes a good balance between the accountability stakeholders need, and the autonomy that empowers institutions to operate in ways that most suit their local cultures and processes. This balance offers universities the scope to innovate curriculum to address the current and emerging needs of society, while at the same time providing the public with confidence in the high quality of university degree programs across the university sector and in the wide recognition of Ontario’s university credentials.

New Program Approvals

New programs at Ontario universities are developed following a rigorous protocol that is based on internationally accepted practices. While expert peer review plays a central role, the Quality Council’s Appraisal Committee is responsible for overseeing the adequacy of the external review, along with other key elements of this protocol. The Quality Council’s Appraisal Committee carefully reviewed and approved 63 new programs in 2021-22. A full list of the new program approvals can be found in [Appendix 1](#).

The Quality Council and Appraisal Committee meet frequently (each met 11 times in 2021-22) in order to allow timely introduction of new programs by the universities. In this way, the commitment to reach decisions within 45 days of receiving a new program proposal (with an additional 30 days should more information be required) is realized each year.



2021-22 New Program Approvals: Educating for Changing Social and Climate Landscapes

As Ontario begins to move toward a “new normal”, universities continue to prepare students to respond to the complex challenges that lie ahead. Many of the programs approved by the Quality Council in 2021-2022 reflect a pressing need throughout the province for graduates with the skills, knowledge and experience to become changemakers in shifting social, economic, and climate landscapes.

A number of newly-approved programs aim to prepare students for careers in health care and health policy. As Ontario addresses the nursing shortage and the complexities of an aging population, programs such as the University of Windsor’s Translational Health Sciences MSc, Laurentian University’s Master of Health Administration, McMaster University’s Midwifery MSc, Toronto Metropolitan University’s Occupational and Public Health MSc, and Trent University’s Dementia Studies for Registered Nurses Graduate Diploma are providing high-quality programming to ensure a strong foundation for Ontario’s health care system into the future. At l’Université de Hearst, a new Graduate Diploma in Psychotherapy will help prepare qualified mental health professionals to serve Franco-Ontarian communities. Graduates of these programs will be part of the cohort of well-trained professionals who are key to resolving the challenges that the system currently faces.

A focus on broad societal issues also remains front and centre at Ontario’s universities. Programs such as the University of Guelph’s Sexualities, Genders, and Social Change Honours BA, Ontario Tech University’s Master’s in Social Practice and Innovation, and Queen’s University’s Black Studies Honours BA and Minor programs, are helping students to become thought leaders in creating a more equitable and inclusive society for all.

Several new programs in the area of data science and analytics reflect the demand in today's data-driven economy for graduates with skills in this area. For example, Brock and Carleton University's respective Data Science and Analytics MAsc programs, and Wilfrid Laurier University's Accounting Analytics Graduate Diploma each address different aspects of this broad area of study, ensuring that students secure the critical thinking and advanced analysis skills necessary to succeed in their fields.

As climate change and issues of ecological sustainability become increasingly urgent for Ontario, and for our society as a whole to address, the Quality Council has appraised and approved several new programs which are tackling these challenges head-on. Trent University's Climate Change Science and Policy Honours BSc, the University of Toronto's Environmental Science MSc, and the University of Waterloo's Climate and Environmental Change BSc are providing students with the knowledge and skills necessary to address the climate crisis and build a sustainable future for all Ontarians.

Finally, the 2021-22 academic year saw the creation of a multitude of programs with strong ties to industry and a focus not only on academic excellence, but also hands-on experience or industry-informed research. These innovative programs are providing students with the skills necessary to thrive in today's workforce. Programs such as the University of Western Ontario's Major in Creative Arts and Production BA, York University's Digital Technologies Honours BAsc, Lakehead University's Mechanical Engineering PhD, and the University of Ottawa's Bachelor of Multidisciplinary Design – Experiential Learning are each taking unique and innovative approaches to integrating classroom learning with an industry focus for a well-rounded student experience emphasizing career-readiness. These innovative programs have pushed the boundaries of what a university education can be and also demonstrate that the QAF and the Quality Council have the flexibility to accommodate creative new approaches to university degree program design. Further, the Quality Council remains engaged through monitoring and reporting requirements to ensure that the international standards for quality assurance are met in these innovative programs.

As Ontario emerges from the COVID-19 pandemic, it continues its social and economic recovery. The realities of the recovery process have highlighted a clear need for university graduates with the resilience, adaptability, and advanced skill sets necessary to contribute to Ontario's ongoing success in ever-changing and complex social, economic and environmental landscapes. The new programming developed over the past academic year showcases the ability of Ontario's universities to provide students and graduates with fresh pathways to allow them to thrive and innovate during a time of increased disruption and change, and to become the leaders of tomorrow.

“The development of our new Digital Technologies program – the first of its kind in Canada – has benefitted from a quality assurance process that puts student learning at the centre and that builds upon a degree level expectations framework that is sufficiently flexible to enable new approaches to achieving and assessing learning outcomes while also ensuring that our shared expectations for excellent quality are met. A true work-integrated learning experience, the program's learning outcomes have been developed in collaboration between academic colleagues and employer partners to enable students to explore abstract ideas in relation to projects and seemingly impossible problems, becoming creators of solutions from the beginning.”

Dr. Lyndon Martin, Vice-Provost Academic,
York University



Transition to a New Normal for New Program Approvals and Expedited Reviews

Message from the Chair of the Appraisal Committee

Like most activities across the sector, the Quality Council Appraisal Committee continued to meet virtually in 2021-22. Over the course of the year the Committee's work saw a transition to the Protocol for New Program Approvals in the revised Quality Assurance Framework. Early in the year, the majority of the Committee's work reflected submissions prepared under the 2010 version of the Quality Assurance Framework (QAF). As the year progressed, the Committee saw proposals that included aspects of the original and revised QAF, reflecting a phased approach to quality assurance. Looking ahead, as university IQAPs are re-ratified and institutional templates revised the majority of submissions are expected to reflect the revised QAF.

For the past year the membership of the Appraisal Committee was temporarily expanded with the addition of two former Committee members whose previous experience allowed them to jump in and contribute to easing the Committee's workload instantly. This was undertaken to ensure that the Committee could continue to provide timely feedback to universities on their submissions. This decision proved to be wise, as the Committee reviewed 63 new program submissions this past year (See [Appendix 1](#) to this report). There was an

increase in new program submissions reviewed across all degree levels, led by a three-fold increase in the number of Master's programs considered. Clearly, functioning under virtual, hybrid or face-to-face conditions during the pandemic did not deter universities from developing and proposing new programs to meet the needs of the province.

A review of the list of approved programs, some of which are highlighted throughout this report, shows that a wide range of academic and professional programs, at all levels of study, are now included in the diversity of program offerings at Ontario's universities.

Members of the Appraisal Committee, while they may have disciplinary expertise, do not serve in this capacity as an appraiser for a new program. This disciplinary aspect of the new program review protocol responsibility falls to the external reviewers selected by the program to undertake the review. The external reviewers base their evaluation of the new program on the criteria set out in the QAF, providing feedback, recommendations and suggestions for improvement.

The focus of the Appraisal Committee review is on the sufficiency of the External Review Report, the recommendations and suggestions for program improvement, the adequacy of both the internal responses to the recommendations and the proposed methods for the assessment of teaching and learning employed given the program's structure, objectives, learning outcomes and assessment methods. This change in focus places significant weighting to the external reviewers' role and their experience, both disciplinary and administratively, in evaluating the proposal for the new program, making the selection of the external reviewers a key element in program development.

Greg Finn, Brock University





Major Modifications: Dynamic Changes Across the Sector

In addition to the wide range of new programs approved over the course of the 2021-22 academic year, universities themselves approved many major modifications to existing programs. This category of curricular change allows universities to make adjustments to programs throughout the year. These modifications may be made to reflect the changing needs of students and the labour market, or they may be made to allow programs to employ the most up-to-date pedagogical techniques and engage in innovative ways with industry and the community. In total, more than 400 major modifications were reported to the Quality Council in 2021-22. Close to 50 new work integrated learning / experiential learning elements were added to programs in 2021-22 and over 50 programs, minors, and streams closed. Additionally, many modifications approved in the past year were made to establish new partnerships – with other programs within a university, with colleges, and with other universities, both in Ontario and abroad. These modifications provide exciting opportunities for students to expand their educational and professional horizons, and may also further increase access to Ontario’s universities.

Major modifications are reported to the Quality Council for review at the end of each year. The Council takes this opportunity to ensure that the major modifications reported by the universities have gone through an appropriate internal process and align with the requirements set out in the Quality Assurance Framework. In the case of partnerships with other institutions, the Council will also verify that partner institutions’ quality assurance standards rise to the same level as standards agreed upon by Ontario’s universities.

Cyclical Program Reviews: Balancing Institutional Autonomy and Quality Council Oversight

The quality of existing programs in Ontario’s universities is assured through a tiered process known as the Cyclical Program Review. At the foundational level of this process is the university’s own periodic review of its existing programs, which

begins with a detailed, data-driven self-reflection on the part of the program. This is followed by an external peer review, conducted by disciplinary experts. The Quality Council provides a layer of oversight through its review of the Final Assessment Reports and Implementation Plans for each Cyclical Program Review. These reports outline the results of the external review and lay out in clear, actionable steps the university’s plans to improve the program in question along with specific timelines for implementation. While universities have several options for how they may submit this information, in each case, the Quality Council reviews the material carefully to verify that the processes followed throughout the Cyclical Program Review are sound and that the outcome of the Cyclical Review Process reflects a strong commitment to continuous program improvement. The final, yet critical, subsequent step is the timely monitoring of the approved actions outlined in the Implementation Plan.

While universities have had to make some temporary adaptations to the Cyclical Program Review process in response to the pandemic, most notably, by holding virtual site visits for external reviewers, the rigor of the process has remained intact. More information about the Cyclical Program Review process is available on the [Quality Council’s website](#).

Audits: Continuous Improvement at the System Level

The objectives of the Cyclical Audit are to ensure transparency and accountability in each university’s quality assurance processes and practices. While the audit scrutinizes the degree to which each university’s practices align with its related policies, i.e., its IQAP and the Quality Assurance Framework, the audit is also meant to ensure that the university’s quality assurance practices reflect an ethos of continuous improvement.

The revised Quality Assurance Framework introduces several important new elements to the audit process. First, universities will now meet with members of the Audit Committee and the Quality Assurance Secretariat for a half-day orientation session approximately one year prior to the site



“As preparation for our upcoming Quality Assurance audit, the Executive of the Quality Council provided Brock University with a Pre-audit Orientation to prepare all stakeholders for the process ahead. This was extremely helpful, not only to our internal Quality Assurance office team, but to senior administration (Deans, the Provost) and the members of our Senate Academic Review Committee, who regularly oversee our IQAP operations internally and review new programs, cyclical review documents, and major modifications. We were particularly grateful that the Orientation team agreed to address these different audiences separately, and took the time to modify their presentations to make them most relevant to each group. All participants in the process gained a clear and thorough understanding of the process as it will unfold this academic year.”

Dr. Brian Power, Vice-Provost & Associate Vice-President, Academic, Brock University



visit. This session is designed to familiarize the university with the audit process and to help resolve any apprehension about the audit on the part of the University. For Brock University and the University of Ottawa, these meetings took place virtually, and were customized to meet the needs of each university, with sessions designed for stakeholders from across the university, including senior administrators, faculty, students, and staff.

Secondly, universities are now required to complete an Institutional Self-study as part of the audit process. Submitted to the Audit Team fairly early in the audit process, the Institutional Self-study provides an opportunity for the university undergoing audit to step back and reflect on its successes, challenges, and opportunities for growth in terms of its approach to quality assurance.

Finally, the Quality Council has formalized a process for the identification and dissemination of best practices observed during the audit process. When best practices – that is, strong quality assurance practices that are replicable in other institutions or departments – are identified during an audit, the Quality Assurance Secretariat will work with representatives from the university to develop a case study that can be shared with other universities. These case studies will be presented during Key Contact Exchange Forums and, eventually, published in an annual Omnibus Report, collating the findings from Key Contact Exchange Forums and other Key Contact events over the year.

These changes to the Framework are designed to position the audit as a forward-looking tool for continuous improvement: while an audit, by nature, scrutinizes past practice, the quality assurance audit should also be understood as an opportunity for universities – and the university system as a whole – to learn from past practice.

Revisit and Revise: A Review of IQAPs

Message from the Chair of the Audit Committee

I began my term as Chair of the Audit Committee in July 2021, following one year on the Executive Committee and having participated in five audits in the previous cycle. A special thanks from the Audit Committee to Professor Katherine Graham for her many years of service and leadership to the Audit Committee and Executive Committee. Her expert contributions to the auditing process continue to provide us with a strong foundation to build the second cycle of audits.

Cyclical audits were paused while the Quality Council revised the Quality Assurance Framework (QAF) and the universities completed the required internal processes to bring their Institutional Quality Assurance Processes (IQAPs) into alignment with the revised Framework. Even so, the Audit Committee has been busy preparing for the second cycle of audits which was launched in 2021. The Audit Committee Working Groups continued their work into the Fall of 2021, providing the Committee and the Quality Council with templates and guidelines to use during the second cycle of audits.

The first two universities to be audited in the second cycle of audits are Brock University and the University of Ottawa. Both audits were initiated in November 2021, and the site visits will take place in the winter of 2023. Western University's audit was launched in May 2022, and the site visit will take place in the fall of 2023. Initial orientation meetings with faculty and staff at Brock and Ottawa have been held and the Audit Teams, along with the entire Audit Committee, look forward to these first two audits in 2022-2023. The [full audit schedule](#) is available on the Quality Council website.

The main focus of the Audit Committee for 2021-2022 has been the review and re-ratification of the IQAPs based on the 2021 Quality Assurance Framework. Each university IQAP is reviewed by two members of the Audit Committee and a member of the Secretariat. A table of conditions, suggestions

and editorial comments is further reviewed by the Audit Committee to provide feedback to the universities. Once the Audit Committee is satisfied that the revised IQAP matches the requirements of the QAF, a recommendation for re-ratification is provided to the Quality Council for their approval.

The Audit Committee has put into place the processes to engage institutions in their continuous improvement and enhancement of their programs. I look forward to reporting on the second cycle of audits in the coming years.

Doug McDougall, University of Toronto



Building Community

This year, the Quality Council hosted two online Key Contact Exchange Forums and a full-day, hybrid Key Contact Meeting. These events provide opportunities for the quality assurance community to come together to share ideas, knowledge, and best practices. The key findings from these sessions are available in an annual Omnibus Report, available on the Quality Council’s website. In addition to these formalized opportunities to gather, the Quality Assurance Secretariat recently launched a discussion forum and resource website for the quality assurance community, which serves as a space for more informal connection across the sector.

The Quality Council connects regularly with the quality assurance community, to seek advice and guidance on how the

Council can meet the universities’ needs while maintaining accountability to its stakeholders. For example, the Quality Council is engaged in ongoing consultations with universities on the new templates developed to support the revised Quality Assurance Framework.

Finally, in late 2021-2022, the Quality Council prepared to welcome l’Université de Hearst and the Northern Ontario School of Medicine (NOSM) under the Quality Council’s umbrella. As provisional members of the Council of Ontario Universities, both Hearst and NOSM’s quality assurance activities will fall under the shared jurisdiction of the Quality Council and the Post-secondary Education Quality Assessment Board (PEQAB).



Appendix 1: Program Data

TABLE 1

	Undergraduate	Master's	Doctoral	Graduate Diplomas (GDip)	Total: New Programs
2017 – 2018	16	20	9	15	60
2018 – 2019	10	22	10	11	53
2019 – 2020	17	15	10	9	51
2020 – 2021	17	9	4	6	36
2021 – 2022	22	27	6	8	63

Brief descriptions of [all approved programs](#) can be found on the Quality Council's website.

TABLE 2

University and Program	Degree
BROCK UNIVERSITY	
Data Science and Analytics	BSc
Psychology	BSc
Adult Education	BA
Earth and Planetary Sciences Communication	BASc
CARLETON UNIVERSITY	
Building Engineering	MEng, MASc, PhD
Data Science and Analytics	MASc, MEng, MCs, MIT, MSc, PhD
LAKEHEAD UNIVERSITY	
Mechanical Engineering	PhD
LAURENTIAN UNIVERSITY	
Master of Health Administration	MHA
McMASTER UNIVERSITY	
Midwifery	MSc

TABLE 2 CONTINUES ON NEXT PAGE

TABLE 2 CONTINUED FROM PREVIOUS PAGE

University and Program	Degree
ONTARIO TECH UNIVERSITY	
Police Leadership	GDip (Type 3)
Doctor of Education	EdD
Bachelor of Health Administration	BHA (Honours)
Social Practice and Innovation	MA
Master of Financial Data Analytics	MFDA
Software Engineering	MASc, MEng
Energy Engineering	BEng (Honours)
Industrial Engineering	BEng (Honours)
QUEEN'S UNIVERSITY	
Black Studies	BA (Honours)
Master of Digital Product Management	MDPM
TORONTO METROPOLITAN UNIVERSITY	
Occupational and Public Health	MSc
Master of Project Management	MPM
Master of Applied Science in Project Management in the Built Environment	MASc
TRENT UNIVERSITY	
Dementia Studies for Registered Nurses	GDip (Type 3)
Health and Behaviour	BSc (Honours)
Climate Change Science and Policy	BSc (Honours)
Data Science	BSc (Honours)
Psychology	PhD
UNIVERSITÉ DE HEARST	
Diplôme d'études supérieures en psychothérapie	GDip (Type 3)
UNIVERSITY OF GUELPH	
Creative Writing	BA (Honours)
Sexualities, Genders, and Social Change	BA (Honours)
Bachelor of One Health	BOH and Co-op
Master of Dairy Technology Management	MDTM
Computer Science	PhD
Master of Data Science	MDS

TABLE 2 CONTINUED FROM PREVIOUS PAGE

University and Program	Degree
Master of Project Management	MPM
Project Management	GDip (Type 3)
UNIVERSITY OF OTTAWA	
Nutrition and Food Biosciences	MSc
Undergraduate Doctor of Pharmacy	PharmD
Master of Applied Science in Anatomical Sciences Education	MASc
Bachelor of Multidisciplinary Design – Experiential Learning	BMDes
UNIVERSITY OF TORONTO	
Major in Work and Organizations	HBA
Environmental Science	MSc
Kinesiology	MA
UNIVERSITY OF WATERLOO	
Climate and Environmental Change	BSc
Sustainability and Financial Management	BSFM
UNIVERSITY OF WINDSOR	
Translational Health Sciences	MSc
WESTERN UNIVERSITY	
Primary Healthcare Nurse Practitioner	GDip (Type 3)
Major in Creative Arts and Production	BA
Artificial Intelligence Systems Engineering	MESc
WILFRID LAURIER UNIVERSITY	
Accounting Analytics	GDip (Type 3)
YORK UNIVERSITY	
Creative Writing	GDip (Type 2)
Master of Arts in Design Research	MA
Digital Technologies	BASc (Honours)
Master of Biotechnology Management	MBM
Biotechnology	GDip (Type 3)

Appendix 2: Membership of the Quality Council and its Committees in 2021-22

Members of the Quality Council, 2021-22

Dr. Paul Gooch (Chair), President Emeritus, Victoria University within the University of Toronto

Dr. Neil Besner, Member / Out-of-Province Quality Assurance Expert

Dr. Erika Chamberlain, Member / University Representative, Western University

Dr. Douglas Deutschman, Member / Graduate Dean Representative, Wilfrid Laurier University

Ms. Shirley Hoy, Citizen Member

Dr. Susan McCahan, Member / OCAV Representative, University of Toronto

Dr. Andrew McWilliams, Member / University Representative, Toronto Metropolitan University

Dr. Donna Rogers, Member / OCAV Representative, Algoma University

Dr. Jenn Stephenson, Member / Undergraduate Dean Representative, Queen's University

Dr. Christopher Evans, Executive Director (ex-officio)

The Quality Council's Appraisal and Audit Committees

The Quality Council's Appraisal Committee reviews proposals for new undergraduate and graduate programs from Ontario's publicly assisted universities, and makes recommendations regarding their approval to the Quality Council.

Members of the Appraisal Committee, 2021-22

Dr. Gregory Finn (Chair), Department of Earth Sciences, Brock University

Dr. Phil Bates, Chemistry and Chemical Engineering, Royal Military College of Canada

Dr. Pamela Bryden (Vice-Chair), Kinesiology and Physical Education, Wilfrid Laurier University

Dr. Carolyn Eyles, School of Interdisciplinary Science, McMaster University

Dr. Brian Frank, Faculty of Engineering and Applied Science, Queen's University

Dr. Christine Gottardo, Chemistry, Lakehead University

Dr. Mark Schmuckler, Department of Psychology, University of Toronto

Dr. Peter Thompson, Faculty of Arts and Social Sciences, Carleton University

Dr. Stéphanie Walsh Matthews, Department of Languages, Literatures and Culture, Toronto Metropolitan University

Dr. Christopher Evans, Executive Director (ex-officio)

The Quality Council's Audit Committee reviews audit reports prepared by the Quality Council Auditors and makes recommendations to the Quality Council. The audit report describes whether the university has, since its last review, acted in compliance with the provisions of its Institutional Quality Assurance Processes (IQAP).

Members of the Audit Committee, 2021-22

Dr. Douglas McDougall (Chair), Ontario Institute for Studies in Education, University of Toronto

Dr. Johanne B nard, Department of French Studies, Queen's University

Dr. Serge Desmarais, Department of Psychology, University of Guelph

Dr. Roelof Eikelboom, Department of Psychology, Wilfrid Laurier University

Dr. Michel Laurier, Faculty of Education, University of Ottawa

Dr. Wayne Loucks, Department of Electrical and Computer Engineering, University of Waterloo

Dr. Eleanor Maticka-Tyndale, Department of Sociology, Anthropology and Criminology, University of Windsor

Dr. Sarah McKinnon, Department of Art History, Ontario College of Art and Design University

Dr. Charles Morrison (Vice-Chair), Faculty of Music, Wilfrid Laurier University

Dr. Michael Plyley, Faculty of Applied Health Sciences, Brock University

Dr. Bruce Tucker, Faculty of History, University of Windsor

Dr. Alan Weedon, Department of Chemistry, Western University

Dr. Bettina West, Ted Rogers School of Management, Toronto Metropolitan University

Dr. Christopher Evans, Executive Director (ex-officio)

Members of the Audit Executive Committee, 2021-22

Dr. Douglas McDougall (Chair), Ontario Institute for Studies in Education, University of Toronto

Dr. Charles Morrison (Vice-Chair), Faculty of Music, Wilfrid Laurier University

Dr. Alan Weedon (Member-at-large), Department of Chemistry, Western University

The Quality Assurance Secretariat

The Quality Assurance Secretariat supports the ongoing business of the Quality Council and its Committees by providing timely information, advice and support. Among other responsibilities, the Secretariat prepares agendas and materials for all meetings and appraisals, takes minutes of meetings, and communicates decisions of the Appraisal Committee and the Quality Council to the appropriate institutions. The Secretariat also supports the Audit process, and provides general quality assurance and appraisal-related advice to Ontario universities.

Members of the Secretariat, 2021-22

Jennifer Bethune, Senior Quality Assurance Officer

Shevanthi Dissanayake, Coordinator

Dr. Christopher Evans, Executive Director

Cindy Robinson, Director Operations

Senate Committee on Awards

Report to Senate

At its meeting of 27 April 2023

FOR INFORMATION

1. 2023 President's Research Award Recipients

2023 President's Research Excellence Award

This award recognizes senior full-time faculty at the rank of Professor, with distinguished scholarly achievements who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. The Award is conferred annually on an alternating basis between the two disciplinary clusters introduced in the 2019 competition: 1) Engineering, Science, Technology, Health and Biomedicine, and 2) Social Sciences, Art & Design, Humanities, Business, Law and Education. This year, the Award was open to researchers in Cluster 2.

Professor Linda Peake of the **Faculty of Environmental and Urban Change** was selected as the recipient of the PREA. Professor Peake is the Director of the City Institute at York University, and a feminist geographer with research interests in the co-construction of subjectivities and urban places, particularly pertaining to marginalized communities in the urban global south, and specifically Guyana. Peake is also co-chair of the American Association of Geographers Affinity Group on Mental Health, and a Fellow of the Royal Society of Canada.

2023 President's Research Impact Award

Introduced in 2019, the York University President's Research Impact Award recognizes full-time, active faculty members whose body of research or scholarship has translated into a notable impact on communities, individuals, public policies or practice beyond academe, or translated successfully into impactful commercial or other applications, while significantly and positively contributing to the University's research culture and reputation.

Professor Karen Burke of the **School of Arts, Media, Performance & Design** was selected as the recipient of the PRIA. Professor Burke is a singer, music director, choral conductor and composer in the field of African-American vocal music. Her expertise is in the history and performance practices of Gospel music, and she has worked with major choral ensembles, organizations, schools, and church congregations. She is the cofounder of the Juno Award-winning Toronto Mass Choir and the founding director of the York University Gospel Choir.

Senate Committee on Awards Report to Senate (cont'd)

2023 President's Emerging Research Leadership Award

This award recognizes full-time faculty members within 10 years of their first academic appointment, who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. Starting with the 2019 competition, the Award is conferred annually to two recipients, one from each of the two disciplinary clusters described above.

This year's Cluster 1 recipient is **Professor Jude Kong** of the **Faulty of Science**. Professor Kong is a mathematician and the founding Executive Director of the Africa-Canada Artificial Intelligence and Data Innovation Consortium (ACADIC). He is also the Executive Director of the Global South Artificial Intelligence for Pandemic and Epidemic Preparedness and Response Network (AI4PEP). His research focuses on the use of AI, data science, mathematical models and system thinking to improve decision-making in global health and clinical public health.

Professor Taien Ng-Chan of the **School of Arts, Media, Performance & Design** was selected as the recipient of the PERLA Cluster 2. Professor Ng-Chan is a writer and media artist whose research explores experimental processes of urban mapping and sound art, "object-oriented storytelling," and futurist imaginings of everyday life in the Asian Diaspora through immersive cinema, both in VR headset and dome projection modes. Her writing ranges from scholarly work to books and anthologies of creative writing, to collaborative multimedia arts websites, and drama for stage, screen, and CBC Radio.

Anne MacLennan, Chair



The Senate of York University – Minutes

Meeting: Thursday, 23 March 2023, 3:00 pm
via Zoom

P. Puri (Chair)	M.J. Dodman	C. Lamaison	P. Phillips
L. Sergio (Vice-Chair)	M. Ebrahimi	M-H Larochelle	C. Popovic
P. Robichaud (Secretary)	C. Ehrlich	J. Lazenby	A. Pyée
O. Alexandrakis	O. Eyawo	R. Lee	T. Rimmel
R. Allison	M. Fiola	N. Lemish	N. Robinson
A. Amirfazli	S. Farag	T. Loebel	V. Saridakis
A. Asif	S. Fitzpatrick	A. MacLennan	C. Steele
G. Audette	S. Gajic-Bruyea	A. Macpherson	D. Steinfeld
P. Aulakh	L. Gilbert	J. Magee	K. Tasa
S. Bay Cheng	M. Guidice	C. McAulay	A. Taves
D. Berbecel	J. Goodyer	J.J. McMurtry	S. Tchang
M. Biehl	C. Graham	B. Meisner	P. Tsisis
G. Binsted	J. Grant	R. Metcalfe	R. Tsushima
M. Blanco	R. Green	C. Mihaly	E. van Rensburg
M. Bloom	M. Hamadeh	A. Mishra-Tarc	G. Vanstone
M. Bunch	W.M Ho	M. Moir	J. van Wijngaarden
M. Buttigieg	R. Hornsey	M. Morrow	W. van Wijngaarden
D. Cbianca	M.D. Hosale	K. Murray	Rui. Wang
N. Cado	A. Hovorka	R. Ophir	S. Watson
C. Chapman	B. Hu	A. Ouedraogo	N. Waweru
E. Clements	M. Karakul	K. Ozowe	P. Wood-Burke
J. Conder	S. Karimi	S. Paradis	N. Zamisa
M. Condon	J. Kirchner	V. Pavri	G. Zhu
S. Cote-Meek	T. Knight	D. Peters	D. Zwick
N. Couto	P. Kohler	L. Philipps	

1. Chair's Remarks

The Chair of Senate, Professor Poonam Puri, welcomed Senators to the meeting.

On behalf of Senate, the Chair expressed appreciation for Helen Vari's contributions to York University and expressed condolences on her passing.

No requests were received to move any of the items on the consent agenda to regular business, as such the consent items were deemed to be approved.

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2. Business Arising from the Minutes

There was no business arising from the minutes of the meeting of 16 February 2023.

3. Inquiries and Communications

There were none.

4. President's Items

Senator Philipps presented the President's report in her absence, and expressed regrets on behalf of the President who is representing the University at the UN Water conference.

On behalf of the President, Senator Philipps advised Senate on the following matters:

- the value for money audit being conducted by the Auditor General of the Province is underway and is at the information gathering stage.
- the University is awaiting a response from government to its submission for support of the proposed School of Medicine.
- University budget consultations are complete, and the three-year budget will be presented to the Board for approval this term.
- Faculties will be refunded a portion of their contributions to the University Fund for 2022-23. The planned 8% Faculty contributions will be readjusted to approximately 5%, depending on each Faculty's year end results.
- in support of its commitment to advancing the UN SDGs, the University has appointed a Chief Sustainability Officer and will lead a ground-breaking Water Academy supported by government.

The President's monthly "Kudos" report on the achievements of members of the York community can be accessed with other documentation for the meeting. Senator Philipps congratulated Glendon College on receiving the Gold award for its *Virtual Decision Tree App* at the 2023 Educational Advertising Awards competition, detailed in the Kudos report.

Committee Reports

5. Executive Committee

- a. Interim change to the Rules of Senate on Membership

It was moved, seconded, and *carried* that **Senate approve an interim change to section 2.19 of the Rules of Senate to permit a one-year membership of Senate for the period 1 July 2023 to 30 June 2024, based on the existing formula to calculate full-time faculty member allocations by Faculty, with a return to the two-year period stipulated in the Rules of Senate for the period of 1 July 2024 - 30 June 2026.**

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The Vice-Chair emphasized that the one-year membership is a temporary change to accommodate additional time for the exercise to integrate representation on Senate, from the new campus in Markham, and that the normal two-year membership review period will resume next year.

- b. Senate Membership for 2023-2024 (Notice of Statutory Motion)

With the approval of Item 5 a, Senate Executive drew members attention to a *Notice of Statutory Motion* on Senate membership for 2023-2024, detailed in the agenda package.

The Vice-Chair spoke to the items conveyed for information in the written report, including Executive's decision that the remaining meetings of Senate this term will be held virtually.

6. Academic Policy, Planning and Research Committee

- a. Chartering of an Organized Research Unit: YU-CARE

It was moved, seconded, and *carried* that **Senate approve the chartering of the York University Centre on Aging Research and Education as an Organized Research Unit for a five-year period, commencing 1 July 2023.**

- b. Annual Report on Research

Drawing on the documentation circulated with the agenda, the Vice-President Research & Innovation presented highlights of the 2022 Annual Research Report.

7. Academic Standards, Curriculum and Pedagogy Committee

- a. Addition of a Co-operative Education option within the joint Digital Media BA degree program, Lassonde School of Engineering and the School of Arts, Media, Performance and Design.

It was moved, seconded, and *carried* that **Senate approve the addition of a Co-operative Education option within the joint Digital Media BA degree program, Lassonde School of Engineering and the School of Arts, Media, Performance and Design, effective F2023.**

- b. Revisions to the Faculty-wide degree requirements in General Education for undergraduate degree programs, Glendon, effective F2024.

It was moved, seconded, and *carried* that **Senate approve the revisions to the Faculty-wide degree requirements in General Education for undergraduate degree programs, Glendon, effective F2024.**

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- c. Revisions to the program name, from *Translation* to *Professional Translation*, and degree requirements for the Specialized Honours BA and iBA degree programs in Translation, Glendon.

It was moved, seconded, and *carried* that **Senate approve revisions to the program name, from *Translation* to *Professional Translation*, and degree requirements for the Specialized Honours BA and iBA degree programs in Translation, Glendon, effective F2023.**

- d. Revisions to the program name, from *Translation* to *Professional Translation*, and degree requirements for the Honours BA Accelerated program in Translation, Glendon.

It was moved, seconded, and *carried* that **Senate approve revisions to the program name, from *Translation* to *Professional Translation*, and degree requirements for the Honours BA Accelerated program in Translation, Glendon, effective F2023.**

- e. Closure of the Joint Collaborative PhD program in Ancient Greek and Roman History, Liberal Arts & Professional Studies.

It was moved, seconded, and *carried* that **Senate approve closure of the Joint Collaborative PhD program in Ancient Greek and Roman History, Liberal Arts & Professional Studies, effective Winter 2023.**

- f. Closure of the diplomas in Voice Teaching (Concurrent type 2) and Voice Teaching (Stand-alone type 3), Arts, Media, Performance & Design.

It was moved, seconded, and *carried* that **Senate approve closure of the diplomas in Voice Teaching (Concurrent type 2) and Voice Teaching (Stand-alone type 3), Arts, Media, Performance & Design, effective Winter 2023.**

- g. Change of the name of the stream in Acting, from *Acting* to *Acting & Performance*, and changes to degree requirements for the Honours BFA degree program in Theatre, Arts, Media, Performance and Design.

It was moved, seconded, and *carried* that **Senate approve change of the name of the stream in Acting, from *Acting* to *Acting & Performance*, and changes to degree requirements for the Honours BFA degree program in Theatre, Arts, Media, Performance and Design, effective FW2023.**

8. Other Business

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

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9. Consent Agenda Items

The Minutes of the meeting of 16 February 2023 were *approved by consent*.

Poonam Puri, Chair

Pascal Robichaud, Secretary