York University Senate

Notice of Meeting

Thursday, 23 October 2025, 2:30pm-4:30pm

Dr. Robert Everett Senate Chamber, N940 Ross Building

AGENDA

Page

10min

1. Chair's Remarks (L. Sergio)
2. Business Arising from the Minutes
3. Inquiries and Communications
   a. Report of the Academic Colleague to Council of Ontario Universities.....1
4. President's Items (R. Lenton)

20min

   a. School of Medicine administrative updates
   b. Update on Provincial consultation with colleges and universities on institutional governance structures
   c. Provincial Efficiency and Accountability Fund (EAF): preliminary update on the operations and long-term financial sustainability review exercise

Committee Reports

10min

5. Executive Committee (P. Burke Wood).....4
6. Other Business for Which Due Notice has been Given

30min

   a. Revisions to the Principles Governing a Presidential Search.....15
7. Academic Policy, Planning and Research (M. Herbert).....18

30min

   a. Faculties of the Future Final Report: Discussion
8. Academic Standards, Curriculum and Pedagogy (For approval; J. Thienpont) 77

20min

   a. Establishment of BBA dual-degree option Schulich School of Business and the Esade Business School (Spain), Schulich School of Business (Appendix A, P. 84)
   b. Establishment of BBA dual-degree option Schulich School of Business and the Ecole Superieure des Sciences Economiques et Commerciales Business School (France), Schulich School of Business (Appendix B, P. 113)
9. Other Business

York University Senate

Consent Agenda

10. Minutes of the Meeting of 25 September 2025 159

11. Revisions to Senate policies to exempt MD degree program (ASCP Appendix C, P.145)

12. Senators on the Board of Governors re: 30 September 2025 Meeting of the Board (M. Giudice, J. van Wijngaarden, for information) 166

S. Willey-Thomas, Secretary

Academic Colleagues

August 12-13, 2025

Meeting Notes

Evening meeting, August 12, 2025, 6:00 to 8:30 pm

Land Acknowledgement

The Land Acknowledgment was provided by Rita Kandel, Toronto.

Welcome and Introductions

New and continuing members made introductions around the table and on Zoom.

COU Overview: Presentation and Discussion

COU Corporate Secretary Kathryn White delivered a presentation on COU's governance structure and the role of Academic Colleagues, which covered the following items.

- The mission of COU, a leading, forward-looking organization championing and advancing the role of Ontario Universities in promoting student success, fostering community economic development, driving research and innovation, and creating high value-added jobs and growth.
- COU's 20 member universities and four associated universities.
- COU's three member groups which are: member universities (non-voting), Executive Heads (voting), and Academic Colleagues (voting).
- The organization's key decision-making body, the Board of Directors, which has delegated some of its responsibilities to four committees: Budget and Audit, Governance and Nominations, Government and Community Relations, and Human Resources. There are Academic Colleague members on all but the Human Resources Committee.
- The advisory and community of practice committees that bring together academic and non-academic university administrators to share information and practices, and provide guidance on sector policy matters.
- The frequency of Academic Colleagues and Members meetings, and typical agenda structure.
- COU's 2024-27 strategic priorities:

    1. Advance COU's advocacy strategies to promote the role and financial health of Ontario universities
    2. Foster sector leadership and transformation in advancing the role of Ontario universities
    3. Enhance and expand essential and valued services to members
    4. Ensure organizational excellence, engagement, and alignment to deliver on our mission

An engaged discussion ensued following the presentation in which Colleagues shared ideas about their role and the contributions they can make to the work of COU.

Colleagues Meeting, August 13, 2025, 9:00 am to 12:00 noon

Information Sharing

Colleagues shared updates on key priorities and activities at their respective institutions, including the Ministry-initiated Efficiency and Accountability Fund (EAF) reviews; cost-saving measures aimed at mitigating budgetary constraints; changes in senior administrative positions; and ongoing and upcoming collective bargaining.

COU Update

COU President and CEO Steve Orsini delivered an update to the Colleagues on the postsecondary landscape and COU advocacy activities. The following items were covered in the presentation and discussion.

- The Ministry of Colleges, Universities, Research Excellence and Security's (MCURES) ongoing reviews of university governance and the funding formula, with consultation sessions held over the summer.
- COU's response to *Bill 33, Supporting Children and Students Act, 2025*.
- The establishment of an Artificial Intelligence Task Force to drive the safe and effective adoption of AI in all aspects of university operations, featuring a cross-functional membership from a range of COU member universities. Additional information will be shared with Academic Colleagues as the Task Force's work progresses.
- COU's advocacy priorities of across-the-board operating funding and enrolment expansion, and the lifting of the tuition freeze, underpinned by the message that universities are not simply cost centres for the government but an investment in the future of the province, particularly in a time of economic uncertainty.

Topics for future meetings

The following topics were suggested for future Academic Colleagues meetings. These topics will be consolidated in a shared document that Colleagues can refer and add to in between meetings.

- Revisiting the Scarborough Charter, specifically the role of universities in engaging with racialized students and implementation of the Scarborough Charter recommendations in universities
- Student evaluation tools
- The role of Academic Colleagues
- Collaboration across units within universities
- Future of work and skills development
- Ethics and integrity in academia
- Quality assurance processes, specifically related to different options for the degree structure
- Accommodations with the Ontario Human Rights Commission

- Collegial governance
- The Rise of AI in Academia: Navigating Ethics, Pedagogy, and Productivity
    - Exploring how artificial intelligence—from generative AI to adaptive learning platforms—is reshaping teaching, research, academic integrity, and policy.
- Truth, Trust, and Disinformation: The Role of Universities in an Era of Polarized Knowledge
    - How academic institutions can maintain credibility, protect evidence-based discourse, and respond to misinformation without compromising academic freedom.
- Sustainable Campuses and Climate-Resilient Higher Education
    - From carbon neutrality to climate-focused curricula—how universities can lead sustainability innovation and climate adaptation in their communities.
- Global Academic Mobility in a Fragmented World
    - Trends, challenges, and opportunities for student and faculty exchange in the face of tightening borders, geopolitical tensions, and digital alternatives.
- The Future of Research Funding: Philanthropy, Partnerships, and New Models
    - Examining how universities can diversify funding sources while safeguarding independence, equity, and mission.
- Academic Leadership in Times of Crisis
    - Lessons from navigating pandemics, social unrest, and economic downturns, and preparing for the next wave of systemic challenges.
- Student Engagement Beyond the Classroom: Rethinking Co-Curricular Learning
    - How experiential, entrepreneurial, and community-engaged learning can shape well-rounded graduates in a rapidly evolving labour market.
- Mental Health 2.0: Institutional Strategies for a New Generation of Students
    - Going beyond crisis management to embed mental wellness into policy, pedagogy, and campus culture.
- Interdisciplinarity as a Driver of Innovation
    - Breaking down silos in teaching and research to solve complex societal problems—success stories and pitfalls.
- Protecting Academic Freedom in a Politically Charged Landscape
    - Balancing institutional neutrality, scholarly independence, and public accountability amid increasing political scrutiny of universities.

Upcoming meetings

- **Academic Colleagues: Wednesday, October 22**, 6:00 to 8:30 pm, and **Thursday, October 23**, 9:00 am to 12:00 noon (hybrid)
- **Members:** Thursday, October 23, 12:30 to 2:30 pm (in-person at the COU office)

Executive Committee – Report to Senate

At its meeting of 23 October 2025

FOR INFORMATION

a. Approval of Members of Senate Committees Nominated by Student Senators

The Executive Committee has approved the individuals listed below as nominated by student senator caucus to serve on Senate committees for 2025-2026. The caucus continues efforts to fill the remaining student vacancies on Senate committees.

Academic Policy, Planning & Research
Afkaheen Alam, undergraduate, Faculty of Liberal Arts & Professional Studies, BA, Political Science
Taline Apelian-Sutor, undergraduate, Faculty of Science, BSc, Biology

Academic Standards, Curriculum & Pedagogy
Narmada Murugarajan, undergraduate, Faculty of Liberal Arts and Professional Studies, BHRM, Human Resources Management

Appeals
Somar Abuaziza, undergraduate, Faculty of Liberal Arts and Professional Studies, BA, Political Science
Raman Mir Eshghi, undergraduate, Faculty of Science, BSc, Biology (Biomedical Science)
Reshad Whahedi, undergraduate, Faculty of Liberal Arts and Professional Studies, BPA, Public Administration (Law, Justice, & Public Policy)

Tenure & Promotions
David Lia, graduate, Osgoode Hall Law School, Juris Doctor (JD)
Arvin Moradi, undergraduate, Faculty of Health, BSc, Kinesiology & Health Science

Honorary Degrees and Ceremonials
Sebastien Scialdone, Osgoode Hall Law School, Juris Doctor (JD)

b. Senate Executive Priorities for 2025-2026

Among the responsibilities of Senate Executive is coordinating the work of Senate and its committees and monitoring the organization and structure of Senate, with a specific focus on the function of academic governance in the University. One of the ways it fulfills this aspect of its mandate is through the establishment of annual priorities, both by Executive and the Senate committees. Articulating priorities helps committees define actions to support their respective efforts to advance the UAP priorities, focus on matters of greatest importance for that year and track progress.

The Executive Committee has confirmed its 2025-2026 priorities, set out in Appendix A.

Among the defined initiatives again this academic year is the review of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* (the "Disruptions" Policy). The application of the policy for the pandemic-caused disruption illuminated the necessity of broadening it to reflect disruptions beyond the specific context of labour disruptions. The labour disruption in 2024 also identified matters to be addressed through the Senate policy. A working group of Executive is leading the policy review and is reconvening shortly to resume its work.

Also continuing this year is the review of the *Principles to Govern Presidential Search Committees* (the "*Principles")*. This is an item of business for this meeting of Senate, reported on separately below.

Two other separate but related initiatives in focus for Executive this year is the review of the Senate Rules and the Senate membership. The Rules of Senate require them to be published every three years, which normally occasions a thorough review. The Rules also require the Executive Committee to review changes in structures, faculty complement and student enrolments every two years and recommend to Senate the seat allocations accordingly. Work on the review of the Rules began at Executive's meeting on 14 October, and Senators will be canvassed shortly for input on the scope of the review.

Senators are invited to share their thoughts on Executive's priorities.

c. Senate Committee Priorities for 2025-2026

The Academic Policy, Planning and Research Committee and the Academic Standards, Curriculum & Pedagogy Committee have transmitted their 2025-2026 priorities; they are attached as Appendix B to this report. The initiatives identified by both Committees reflect the UAP priorities and key academic initiatives in focus this year.

d. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the *Honorary Degrees and Ceremonials Sub-Committee*, the Senate Executive Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees for a five-year period. The Committee considered the recommendations, and, as a result, eight new candidates have been deemed eligible for honorary degrees.

e. December meeting of Senate

Based on a forecast of pending time-sensitive business for Senate, it is anticipated that it will be necessary for Senate to convene in December. Final confirmation of a meeting of Senate will be made before the scheduled date of *Thursday, 11 December 2025*. Accordingly, Senators are asked to reserve the 2:30pm meeting time on that date noting the meeting will be held virtually.

Executive Committee – Report to Senate

f. Requested Clarity on Announced Joint JD/MBA Program Name

Prompted by a concern raised by a Senator, Senate Executive discussed questions raised about the recently announced renaming of the Hennick JD/MBA program and designations. In response to this matter, information is being gathered about the degree category of the joint program vis-à-vis Senate to determine whether any follow-up actions are necessary. The Executive Committee will report further to Senate on this matter.

g. Principles Governing a Presidential Search

At its meeting in September, Senate discussed the outcome of the Joint Board-Senate Working Group's review of the *Principles Governing a Presidential Search* (the *Principles*) in which views were voiced on possible revisions to the Principles. Executive discussed Senate's feedback at its meeting on 14 October. It focused specifically on the reflections Senators offered on the Working Group's recommendation to move from the current special majority voting rule to a simple majority model, receiving the opinion expressed by several Senators that:

> *Moving from a special majority to a simple majority and removing the requirement for 5 of the 7 board members to approve the recommendation of a candidate for President could result in undue weight being given to either side of the Senate or Board representatives on the search committee. Striving for consensus to be reached among the membership is the main principle and the existing rules do a very good job of supporting that balance and the goal of achieving consensus on the very important task of recommending the candidate for President.*

Drawing on that input, it is the consensus of the Committee not to proceed with the recommended change to this section of the Principles. The Principles being shared Board-Senate legislation, for which revisions require approval by both bodies, support for not proceeding with this recommendation of the Working Group was sought and received from the Chair of the Executive Committee of the Board of Governors (who was a member of the Joint Working Group). That being the only recommended revision put forward by the Working Group, Senate Executive is not putting any recommended changes to the Principles to Senate coming out of the review exercise.

Senators will note on the agenda for this meeting, a related item of business to the Principles: a motion for revisions coming forward from a Senator as *Other Business for Which Due Notice was Given.*

Lauren Sergio*, Chair*
Patricia Burke-Wood, *Vice-Chair*

Senate Executive Committee
Priorities 2025-2026

Item	Process / Commentary	Actions in 2025-2026	Planned Timelines
1. Revisions to *Principles Governing a Presidential Search*	Executive committed to follow through on a commitment to have a Senate discussion of the *Principles to Govern Presidential Search Committees*.	From the summary report of the *Working Group on the Review of the Principles Governing a Presidential Search*, prepare for Senate discussion of the planned directions of revisions to the Principles. Review and recommend to Senate for approval revisions to the Principles. Convey Senate approved revisions to the Board of Governors for its review and approval.	**Carried forward from 2024-2025.** **Discussion preparation by Executive**: 16 September 2025 **Senate discussion date:** 25 September 2025
2. Review Senate "Disruptions" Policy	Review of *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes.*	The application of the policy for the 2020-2023 pandemic-caused disruption illuminated the necessity of revising the policy to reflect disruptions beyond the specific context of labour disruptions. The 2024 labour disruption identified actions to be taken up to bring clarity to additional aspects of the policy. Reconvene the working group of Executive leading the policy review to identify revisions for approval by full Committee and recommendation to Senate for approval thereafter. Consider increasing the size of the working group in concert with the broader mandate of the policy review emerging out of the 2024 labour disruption.	**Carried forward from 2024-2025.** **Re-convene working group**: October 2025. **WG report to Executive**: 10 February 2026 **Consultations on revisions as necessary**: February-March 2026 **Final revisions to Executive:** 14 April 2026 **Recommendation of revisions to Senate:** April /May 2026

Item	Process / Commentary	Actions in 2025-2026	Planned Timelines
3. Review of the Rules of Senate	The Rules of Senate require them to be published every three years, which normally occasions a thorough review. The last Senate Rules review was completed in 2022-2023. Revisions to the Rules of Senate is a statutory matter requiring notice to Senate prior to presentation for approval.	The Senate survey results and correspondence from Senators that address rules and issues are compiled for review. Background information to be gathered on the specific issues identified for review. Senate consulted on the scope of items to be included in the Rules review. Draft revisions to the Rules, if any, to be presented to Executive for review and recommendation to Senate for approval .	In accordance with the Rules, review **to be completed by June 2026.** **Background information to Senate Executive**: October 2025 **Preliminary inventory of suggested Rule areas shared with Senators and call for other aspects to be in scope:** 18 November / 2 December **Draft revisions to Executive:** 13 January 2026 **Notice to Senate:** 26 March 2026 **Senate approval:** 23 April 2026
4. Senate Membership Review	The Rules of Senate require Executive to review changes in structures, faculty complements and student enrolments every two years and recommend to Senate the seats be re-allocated as necessary. The last membership review was completed in 2023-2024 (*with an Interim decision taken in 2022-2023 to extend the existing membership by one year to facilitate ongoing consideration of Markham Campus' representation on Senate.*)	Senate membership formula established by Executive in 2017 to be applied. Consideration to be given on needed changes at this time with the establishment of the School of Medicine academic unit within the Faculty of Health as of 1 July 2025.	**Proposal to Executive:** 13 January 2026 **Notice of Motion to Senate**: 22 January 2026 **Senate approval**: 26 February 2026

Item	Process / Commentary	Actions in 2025-2026	Planned Timelines
5. Presidential Search	Facilitate Senate's role in the Presidential search process to be launched this governance year.	Senate Executive to review the finalized *Principles Governing a Presidential Search* and the Committee's role in the process. Facilitation of Senate nominees to the Presidential Search Committee. Coordination and development of Senate's advice on the criteria for the presidential search.	Timing of the steps to be confirmed following outcome of the review of the Principles Governing a Presidential Search.

ASCP Priorities: 2025 - 2026

UAP Priority	ASCP Priority	Status/Next Steps
Priority 3: From Access to Success: Next Generation Student Supports	**1. Ongoing review and development of academic policies / regulations** a. Guardrail on weighting of final examinations	**a. Guardrail on weighting of final examinations** Concerns from faculty members pointing to challenges with final exam weighting were shared with ASCP. Specifically, concerns were raised about instances of final examination weighting of 85-100% on final grades and the resulting negative impact on students' academic outcomes. • **Status**: ASCP will undertake a sector scan and internal consultations on the topic and will determine whether an existing academic policy can be updated to address the concerns raised or if a new policy is required and will proceed accordingly (2025-2026).
	b. School of Medicine: revisions to existing Senate policies	b. In anticipation of the launch of the MD degree program ASCP will revise several Senate policies to include the program and/or to satisfy requirements of the program as stipulated by external governing/accreditation bodies. • **Status**: in progress
	c. Revise the Undergraduate Certificate Guidelines	c. Update the UG Certificate Guidelines (last revised in 2011) to make clearer the requirements for various certificates • **Status**:
	d. Graduate Diploma Guidelines	d. Update the Graduate Diploma Guidelines (approved 1998) • **Status:**
	e. Accommodations for Student Military Reservist extended Leave/Absence	e. Develop a framework that supports requests from student reservist for leave not covered by existing university policies.

ASCP Priorities: 2025 - 2026

UAP Priority	ASCP Priority	Status/Next Steps
Priority 3: From Access to Success: Next Generation Student Supports	**2. Common Grading Schemes conversions for Undergraduate Faculties**: transition from the 9.0 GPA scale to a 4.0 scale and updates to relevant policy frameworks	The Policy on York University Grading Schemes and UG qualitative descriptors was approved by Senate in October 2020. • Faculty level programs and regulations conversions completed • Launch date for the 4pt scale is anticipated to be determined by early winter 2026. • **Status*:* Ongoing. Staged process.**
Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach	**3. Undergraduate Degree Framework (Project 3 YUForward Action Plan)**	ASCP received updates from the Working Group, led by the Vice-Provost Teaching & Learning (VPTL), and discussed the project at each Committee meeting, beginning in Fall 2024. At its April 9/25 meeting, ASCP focused discussion on the draft framework and feedback provided to the VPTL were reflected in the revised framework presented at the April 23/25 meeting of the Committee. The Committee endorsed the framework moving to the consultation stage, currently underway, led by the Chair of ASCP. ASCP anticipates bringing the policy framework to Senate in 2025-2026 for approval, with an effective date of Fall 2027. • **Status**: **in progress**
Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach	**4. Joint Task Force on the Future of Pedagogy (joint with APPRC); implement recommendations**	• Implementation of recommendations – resume discussion of steps to implementation of recommendations (by both APPRC and ASCP) • **Status**: ASCP Chair and Vice-Provost Teaching & Learning participated in discussion on the topic with APPRC at a May 2025 APPRC meeting.
Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach	**Other Items** • Generative AI • Micro credentials • Pan University Courses	• ASCP will continue to receive reports on the topic and in turn will provide updates and any emerging plans to Senate. • Addition of a definition for micro credential to the University Academic Nomenclature • The UG Framework may address/replace the need for pan-university course considerations

ASCP Priorities: 2025 - 2026

UAP Priority	ASCP Priority	Status/Next Steps
	• Clustering of courses and need for understanding how to address the likely influx of proposals to remove prerequisites as barriers to course enrollment • Anomaly exercise to reduce grade inflation	• Items for discussion and next steps if deemed necessary will be discussed

APPRC 2025-2026 Priorities:

UAP Priority	APPRC Priority Area	Specific Outcomes for 2025-2026	Planned Actions in 2024-2025
	2025-2030 University Academic Plan	Development of *2025-2030 UAP* for Senate approval by June 2025. Finalize and distribute a retrospective report on the University's progress towards the 2020-2025 UAP priorities. Developing a succeeding UAP is a substantial exercise that typically takes the bulk of an academic year to complete, and one is one that relies on the active participation of the collegium to inform its framing and content.	Technical Sub-committee to bring a recommendation to the full committee on planned process and timing for the UAP renewal / development process. Review and finalize the UAP 2020-2025 retrospective report, provide to Senate. Approval of new UAP by Senate June 2026.
21st Century Learning **Knowledge for the Future** **From Access to Success** **Advancing Global Engagement** **Working in Partnership**	*Faculties of the Future*: academic unit restructuring project to maximize research and teaching activities and reputation.	Provide input and oversight to the initiative from an academic planning perspective. Recommendations to Senate on proposed unit restructuring as needed.	**Carried forward from 2024-2025** Review for input the draft Faculties of the Future Final Report; September 18 Facilitate Senate discussion of the Final Report as necessary; October 23. Review academic unit restructuring proposals and prepare any recommendation(s) to Senate as appropriate in 2025-2026.
21st Century Learning: Diversifying Whom, What, and How We Teach **From Access to Success**	Task Force on the Future of Pedagogy Recommendations	With agreement of ASCP, inclusion of the Task Force Report in the background documentation for the development of the next UAP by both APPRC and ASCP).	**Carried forward from 2024-2025** Joint planning with ASCP on the implementing recommendations in the Task Force report. Recommendations / report to Senate as appropriate.

UAP Priority	APPRC Priority Area	Specific Outcomes for 2025-2026	Planned Actions in 2024-2025
Knowledge for the Future: From Creation to Application **Learning**: Diversifying Whom, What, and How We Teach	Support furthering the teaching and research goals of the UAP and SRP.	Revised Senate *Regular Named Chairs Policy* and the Board-Senate *Research & Teaching Chairs, Professorships and Distinguished Fellowships* Policy. Revised *Senate Policy on Organized Research Units* to align with revisions made to ORU charter application process.	**Carried forward from 2024-2025** APPRC review of revised policy; early winter 2026. Recommendation to Senate and Board as required thereafter for approval by June 2026. APPRC review of revisions to ORU policy for updates and incorporation of recent charter process enhancements; winter / spring 2026.
21st Century Learning **Knowledge for the Future** **From Access to Success** **Advancing Global Engagement** **Working in Partnership**	Monitoring / contributing to major academic planning and research initiatives in 2025-2026.	Regular reports from Provost and Vice-President Research & Innovation on initiatives in progress, including: • Relevant *Forward Action Plan* initiatives • School of Medicine academic planning • 2026 Research Vision objectives Engagement of Senate in planning discussions / decisions on initiatives.	**FAP:** briefings from the Provost on academic planning for initiatives with committee input on relevant aspects. **SoM:** review of MD degree program proposal (for concurrence); periodic updates from Dean of Record on academic planning aspects for the School. **Research Vision:** input on oversight of progress on actions in support of the Vision and Strategic Research Plan objectives.

Proposal to Amend the York University Principles Governing a Presidential Search

Proponent: Richard Wellen
Seconder: Robert Kenedy

"*Be it resolved that the portion of the York University Principles Governing a Presidential Search outlining Senate's method of making recommendations to the Board of Governors regarding the appointment of the President be amended as follows (proposed amendments in red) by Senate*:

Principles Governing a Presidential Search

1. The search process itself should ensure a very broad pool of highly qualified potential candidates, and shall be governed by the York University Act which gives the Board responsibility of appointment and the Senate the "responsibility… to consult with the Board and to make recommendations as to the appointment of the Chancellor and the President (S 12 a)."
2. The process should be as short as possible consistent with placing appropriate notices of the vacancy, and with a rigorous consideration of the candidates.
3. The process should include broad and extensive consultations with the York community about the University's strategic needs in the following five to ten year period and about the attributes which the new president should possess to meet those needs. Senate's advice to the search committee shall be based on focused discussion by Senators in committee of the whole and in key Senate committees. Senate Executive shall be responsible for preparing an advisory statement on the criteria which will be submitted to Senate for approval prior to transmittal to the search committee.
4. Taking into account the inputs from the community, the search committee shall set the criteria for the search and desirable qualities of the candidates. The criteria shall be communicated by the committee to the Board of Governors and Senate and thereafter distributed widely in the university community. All Senators, Governors and members of the community at large will be invited to suggest the names of candidates.
5. The documents and deliberations of the search committee should remain confidential, but the search committee shall ensure consistent and meaningful communications to the community about the process as it unfolds.
6. The search committee should consider the use of search consultants.
7. The search committee should consist of 14 full voting members:
    - 7 members nominated by the Board of Governors, one of whom shall chair, one of whom shall be an alumnus / alumna of the University, and one of whom shall be a non-academic staff member
    - 7 members nominated by Senate following election by Senate, including 5 faculty members, 1 undergraduate student and 1 graduate student

8. It is understood that Senate may indicate a preference to meet with the top ranked candidates selected from the Search Committee's shortlist in order to inform the Search Committee's recommendations to the Board. In order to ensure that York has access to the very best candidates, the Consultant (or if there is no Consultant, the Secretary to the Committee) will ask the top-ranked candidates whether they are willing to meet with Senate. That information will be kept in confidence by the Search Consultant (or Secretary).

   If both/all the top ranked candidates agree to do so, they will be invited to present to a closed session of Senate. The Search Committee will solicit input from Senate about those candidates and consider this input in the Search Committee's recommendation to be presented to the Board. In this event, all members of Senate shall agree to be bound by the same requirements of confidentiality as the Search Committee. Senators will provide input (which the member may choose to do anonymously) to the Search Committee but will be expected to keep the names of the candidates confidential in perpetuity.

   If any of the top ranked candidates indicate a requirement for a more confidential search, the closed session with candidates will not occur for any candidate. The Consultant (or Secretary) will report to the Search Committee that at least one candidate requires a confidential search, without disclosing which candidate or candidates have not agreed to meet with members of Senate.

9. The search committee shall strive for unanimity. Agreement by a special majority of 10 members of the search committee is necessary in order for a candidate to be recommended to the Board of Governors. In addition to this requirement, 5 of the 7 Board nominees and 5 of the 7 Senate nominees must approve the recommendation.

10. The Board will consider the candidate put forward. If the Board does not appoint the candidate recommended, it shall ask the search committee to present a second acceptable candidate. If there is no recommendation of a second acceptable candidate the search shall be deemed to be failed, and the process shall be repeated.

Rationale:

The York University Act gives York University Senate a power to consult with the Board and make recommendations regarding the appointment of the President. In this respect the Act is unique among the founding Acts of other Ontario universities dating from the same period of the late 1950's and early 1960's in that none of these other acts (from Trent, Wilfred Laurier, University of Ottawa and Carleton) mandate an active role for Senate in the Presidential Search process.

Prior to 2005 York's Presidential Search procedures provided an opportunity for Senators at York to make recommendations regarding the finalist candidates after those candidates confidentially addressed a meeting of Senate. Since 2005 a new policy enacted with the goal of stronger confidentiality has been followed. Some have

expressed concern that this new policy abandons the balance of the earlier policy and may not be fully compliant with the York Act which, unique among all similar University Acts in Ontario, explicitly gives the Senate the power and responsibility to make "recommendations as to the appointment of the Chancellor and the President."

It is notable that the current policy (since 2018) regarding decanal searches at York allows for Faculty Councils to meet with finalist candidates where Council expresses a wish to do so and where none of the candidates objects. The current proposed amendments to the Presidential Search Procedures are modeled closely (almost verbatim) on this policy for decanal searches to which similar concerns about the purported advantages of confidentiality would apply. Beyond the points made above, an important advantage of adopting these changes would be to provide an opportunity for much broader input into the appointment of the President, an opportunity that is lost by treating the strict, fully closed search as a categorical benefit with no offsetting costs.

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 23 October 2025

FOR INFORMATION

APPRC met on 2 and 16 October and submits the following report for information.

a. Faculties of the Future Final Report: Discussion

The final report of the Faculties of the Future was issued by the President in late September and posted on the Forward Action Plan website (a PPY site). The report offers a comprehensive summary of the pan-university discussions on the initiative, possible modes of reorganization, and specific recommendations to be considered towards achieving the overall goals of the project. Timelines for the next steps in the initiative are also set out in the report. Faculties, aided by the Deans / Principal, are now engaging in collegial discussions to identify actions they support for moving forward.

Senators expressed interest in discussing the report as a collegial body, and time has been allocated for this topic at the 23 October Senate meeting. Understanding that Senators will have read the report, APPRC suggests that the Senate discussion focus on the collegium's reflections or questions about the:

- process moving forward for Faculties' consideration of planning options
- possible modes of reorganization as framed in the report
- specific reorganization options recommended for consideration in the report
- alternative reorganization proposals emerging through collegial discussion
- any other aspect of this revisioning initiative

The Committee looks forward to a constructive dialogue.

b. 2025-2026 Committee Priorities

The Committee has confirmed its priorities for the year and has transmitted the final list to Senate Executive, which is included as an appendix to its report. The Committee is now developing implementation plans for the various initiatives including for a primary priority this year, the development of the succeeding University Academic Plan, noted below.

Academic Policy, Planning and Research Committee
Report to Senate (cont'd)

c. University Academic Plan Renewal

The Committee advised Senate in September that a key item of business for it this year is the preparation of the succeeding University Academic Plan. Planning discussions have begun, including the consultation process that will be taken to gather the community's input on the UAP. Further details will be provided to Senate once they are finalized.

An important preliminary exercise to the preparation of the next Plan is an assessment of accomplishments and shortcomings towards the priorities defined in the current Plan. A 2020-2025 UAP Retrospective Report is attached as Appendix A; it is a comprehensive summative report that links priorities with concrete actions taken to realize them. While it cannot be said that the UAP drove all these initiatives, it is heartening to see how much effort has been invested on key priorities. APPRC shares this report with Senate as one of the actions in support of its responsibility on behalf of Senate for monitoring of progress of the University Academic Plan. As noted above, it is also a document that will inform planning on the development of the next UAP.

d. School of Medicine Planning

The development of the School of Medicine being a major academic initiative for which planning is continuing towards its launch in 2028, one of APPRC's priorities this year is monitoring / contributing to the initiative in line with its mandate. Supporting this responsibility will be through periodic updates and discussion of the academic planning aspects for the School. To that end, the Dean of Record of the School of Medicine, David Peters, attended the APPRC meeting on 16 October to discuss with the Committee progress on the academic planning for the new School. Key activities in progress include:

- Preparing the comprehensive material for the preliminary accreditation process to be submitted in January 2026, including the development and approval of the MD degree program through the University's governance process

- Working with the *Council of Ontario Faculties of Medicine* on a collaborative expansion of primary care training arrangements, including the development of Guidelines to support a province-wide approach to academic primary care site agreements to bring consistency to the planning and decision-making process

- To support the integrated community-based learning model of the School, establishing the York Region network of hospitals, family health teams, Indigenous primary health care organizations and Ontario health teams; developing the governance structures for this Network; and developing plans to extend the partnerships to Collingwood and Muskoka/Algonquin.

Attached as Appendix B is a copy of the presentation slides from the Dean's report which also includes timelines for the accreditation stages and MD program review.

The Committee discussed with the Dean aspects of the academic plans, from which emerged the following information:

- The three-year long courses in the structure of the MD program cover broad, interdisciplinary topics (e.g., social determinants of health, bioethics, AI, critical disabilities etc.) and through the case study model they will provide opportunities for faculty members across the University who have expertise in these areas of scholarship to contribute to those courses through various ways; the development of the courses is in progress and the operational details to facilitate the participation of faculty outside of the School of Medicine in their delivery will be taken up in a later stage in the planning.

- The research ethics process for the School of Medicine will integrate with the current structure and processes at the University, with the need for additional supports and resourcing anticipated once research in the School of Medicine ramps ups after its launch.

- The plans to start the MD program on the Keele campus for the initial cohorts of students in 2028 are nearing completion but not finalized; the temporary teaching space for the School will not involve moving any University faculty members, units or students out of their current space, and once the School moves to the planned location on the lands adjacent to the Cortellucci Hospital in Vaughan, the space on Keele will be available for teaching and research needs of Faculties on the campus.

e. Research and Innovation

The Vice-President Research and Innovation provided the Committee a report on

- Sector Partnerships Advancing Research, Innovation and Talent

- Upcoming *Industry Thought Leadership* events which is a series of sessions on the role of Academia in Nation Building Initiatives

- the 2025 *York Gairdner Lectures*

A copy of the presentation slides on these topics is included as Appendix C to this report.

Academic Policy, Planning and Research Committee
Report to Senate (cont'd)

f. Sub-Committee Members for 2025-2026

The Committee has populated its sub-committees for this academic year, as follows:

Sub-Committee	Members
Technical Sub-Committee	Lisa Philipps, Provost *Chair* Amir Asif, VPRI Lauren Sergio, Chair of Senate (*to December 2025*) Patricia Burke Wood, Chair of Senate (*as of January 2026*) Monique Herbert, Chair of APPRC Lisa Farley, APPRC member (*to December 2025*) Franck van Breugel, APPRC member (*as of January 2026)*
Equity Sub-Committee	Anne MacLennan
Organized Research Units	Amir Asif (Ex officio, VPRI) JM Montsion, Council of Research Directors Jack Leong George Monette Jonathon Penney
Advisory Sub-committee on Academic Resource Allocations	Monique Herbert, APPRC Chair Shanker Trivedi, APPRC member

Monique Herbert
Chair

DRAFT

York University

Building A Better Future

University Academic Plan Retrospective | 2020-2025

Developed by the Office of Institutional Planning & Analysis (OIPA)

students

innovation

research

experience

impact

value

Updated October 16, 2025

York University
2020-2025 University Academic Plan Retrospective

This retrospective report provides an overview of York University's 2020-2025 University Academic Plan (UAP), charting progress made over the five-year period. It reflects on our successes and developments, highlighting key achievements and areas for improvement.

The UAP established six priorities focused on areas of positive change that guided the University's development and strategic initiatives over the last 5 years:

1. 21st Century Learning
2. Knowledge for the Future
3. From Access to Success
4. Advancing Global Engagement
5. Working in Partnership
6. Living Well Together

In addition to the six foundational Priorities above, the UAP responded with a challenge to elevate York's contributions to the United Nations Sustainable Development Goals (SDGs). Highlights of York's progress are included in this report.

The report is organized by UAP priority, highlighting key accomplishments and performance outcomes representing our cumulative performance for 2020-2025, unless specified otherwise by year.

The report also assesses areas needing additional attention, drawing from an evaluation of the 2024-25 year-end results.

The report concludes by outlining strategic focus areas for the future. It identifies challenges and uncertainties that may impact Canadian universities in the years ahead, positioning us to thrive in a Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment.

York University

Mission and Vision

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

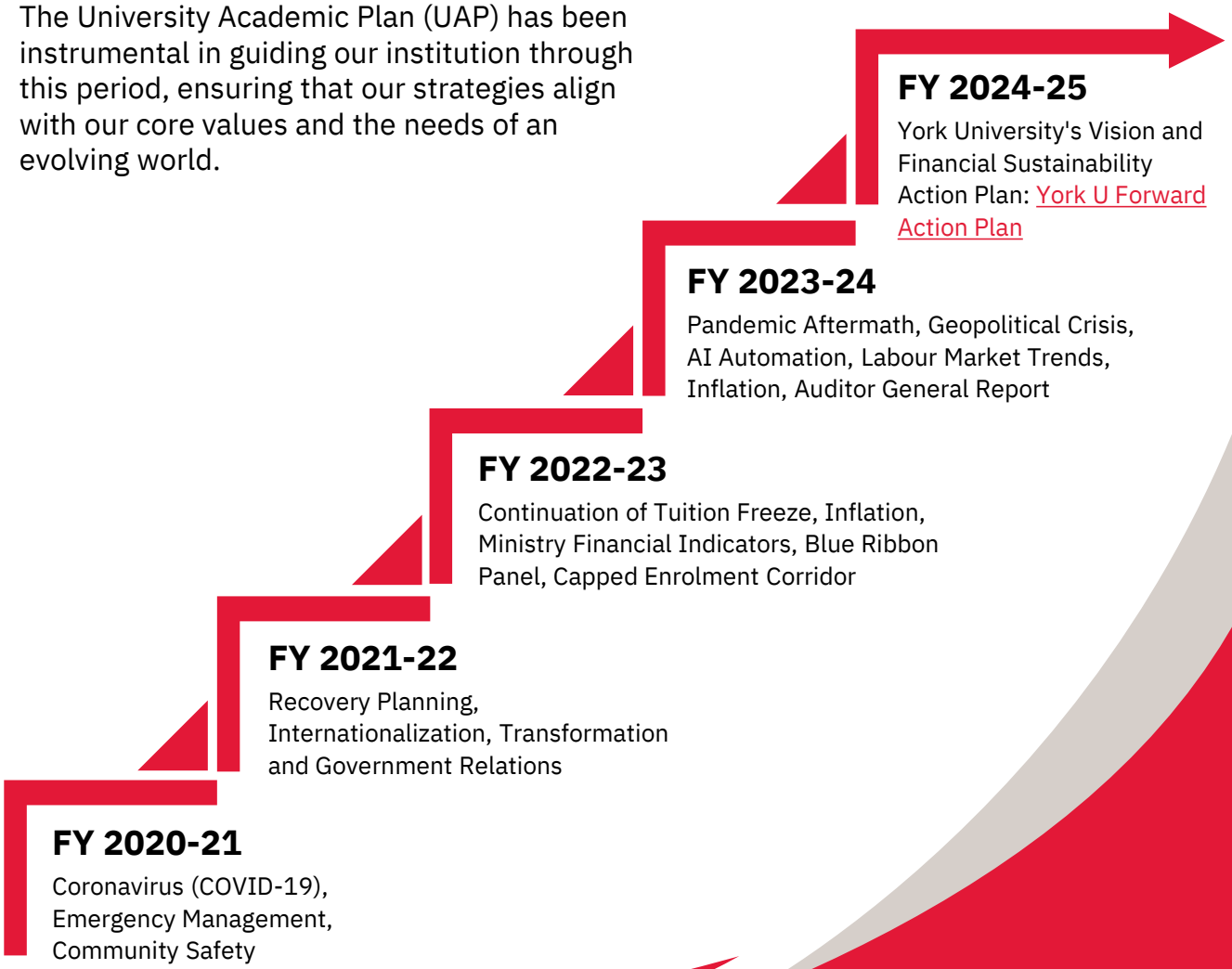
Tentanda Via: The way must be tried.

UAP 2020-25 - Planning Context

Over the past five years, universities worldwide, including York, have been navigating an increasingly complex and unpredictable landscape. The COVID-19 pandemic, beginning in 2020, dramatically accelerated the pace of change, forcing institutions to adapt quickly to new realities. These included the sudden shift to online learning, evolving public health directives, and significant disruptions to international mobility and student engagement.

Amidst these challenges, York University has taken proactive steps to adapt and respond. While financial pressures persist, the university has remained focused on our academic mission and is implementing a clear action plan to strengthen core priorities. These efforts position York to navigate continued uncertainty with greater resilience and focus.

The University Academic Plan (UAP) has been instrumental in guiding our institution through this period, ensuring that our strategies align with our core values and the needs of an evolving world.



This is York

Quick Facts

- **53,131** Students
- **3,241** Full-Time Staff
- **1,719** Full-Time Faculty
- **3** Campuses
- **3** Global Locations
- **11** Faculties
- **200+** Programs

York University is facilitating positive change on a large scale with three core campuses and several satellite locations in Ontario and abroad.

The University's local campuses include **Keele**, **Glendon** and **Markham**, with a global location at the **EcoCampus in Costa Rica**.

In a significant stride toward strengthening our role as a research-intensive institution, the **York University School of Medicine** is set to **open in 2028**. The School of Medicine will be the first of its kind in Ontario focused on primary care with an access ramp and accelerated timeline for graduating high quality physicians.

21st Century Learning

TEACHING AND LEARNING

Every 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.

2020-2025 Highlights

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

Over the past five years, York University has accomplished significant milestones in transforming the educational landscape to meet the demands of the 21st century. Guided by our commitment to this strategic priority, every Faculty has contributed to diversifying whom, what, and how we teach, ensuring that all York graduates are equipped to thrive in a world defined by change.

Whom We Teach

York continues to foster an inclusive and diverse learning community. Through initiatives such as the **Faculty Complement Renewal Strategy**, the **Entrepreneurship Women in Leadership (E-WIL) program**, and targeted efforts across the Faculties, we have deepened our commitment to equity, diversity, and global engagement. Today, more than half of York's full-time faculty hold degrees from abroad, and our student body reflects exceptional diversity: 64.5% of students identify as racialized, 22.2% belong to the LGBTQ+ community, 8.4% report a disability, 13% are first-generation university students, and 1.2% identify as Indigenous.

Faculties across the University have actively contributed to this progress. The **Faculty of Education** advanced its commitment to Indigenous learners through the graduation of the first cohort of the **Waaban Indigenous Teacher Education Program** in 2024. The **Faculty of Health** expanded supports for Black and Indigenous students through targeted scholarships and strengthened community partnerships. In the **Faculty of Environmental and Urban Change (EUC)**, new **peer mentorship models** were launched to support diverse student success. The **Faculty of Liberal Arts & Professional Studies (LA&PS)** embedded **decolonization, equity, and accessibility principles** into a comprehensive curriculum renewal process. **Glendon College** introduced new **Housing Scholarships** in 2025 to better support out-of-province and international students, while the **School of the Arts, Media, Performance & Design (AMPD)** was recognized for offering the **most culturally diverse performing arts curriculum** among Ontario universities. **Science** expanded pathways into STEM for underrepresented groups through new **access and outreach programs**. The **Lassonde School of Engineering** deepened its commitment to inclusion through its **Engineering for Everyone** initiative. At **Osgoode Hall Law School (Osgoode)**, new **admissions pathways** were created to increase access for Indigenous and Black students. The **Schulich School of Business** introduced measures to strengthen **gender and racial equity** across its academic and leadership pipelines. Finally, the **Faculty of Graduate Studies (FGS)** redesigned its **graduate admissions processes** to better support applicants from equity-seeking groups.

What We Teach

Curriculum renewal and diversification have also been central to York's 21st-century transformation. In 2022, the University launched the **Curriculum Development and Innovation website**, providing academic staff with new tools for program development and renewal. That same year, the **Teaching Commons** introduced the **Decolonizing the Academy** course, supporting faculty in embedding decolonization and equity into their teaching practices.

Key Highlights

Faculty of Education: Graduated the first cohort of the Waaban Indigenous Teacher Education Program in 2024.

The School of the Arts, Media, Performance & Design (AMPD): Recognized by Community Researchers (2023) for offering the most culturally diverse performing arts curriculum among Ontario universities.

21st Century Learning

TEACHING AND LEARNING

Every 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.

2020-2025 Highlights

What We Teach Continued

Across the Faculties, this spirit of renewal has been evident. EUC launched **five new undergraduate programs** between 2021 and 2023, including **Environmental Science** and **Sustainable Environmental Management**. Education introduced the **Undergraduate Certificate in Educational Development** and advanced the development of two new **Professional Master's programs**. Glendon completed a major **Degree Harmonization initiative** in 2024 and launched the **Glendon Core Curriculum** to support student success. LA&PS expanded its interdisciplinary offerings with new programs in **Black Canadian Studies**, **Criminology**, and **Public Policy**, alongside **Professionalization Certificates** that embed career development directly into the curriculum. AMPD completed the **integration of Theatre and Dance** into a new **Department of Theatre, Dance, and Performance** in 2023.

Science expanded its programs in **Data Science** and **Health Analytics**, responding to growing demand for digitally skilled graduates. Health introduced new interdisciplinary programs in **Health Management** and **Digital Health** to meet the evolving needs of the healthcare sector. Lassonde launched new programs in **Digital Technology** and **Entrepreneurship & Innovation**, aligned with offerings at the **Markham Campus**. Osgoode expanded its curriculum to include new concentrations in **technology law**, **artificial intelligence**, and **human rights**. Schulich introduced specialized MBA streams focused on **artificial intelligence**, **financial innovation**, and **sustainability**. FGS broadened allowable thesis and dissertation formats to include **multimodal and experiential outputs**, and reformed policies to recognize **Indigenous knowledge systems** in research.

At the institutional level, York expanded its footprint with the launch of new academic programming at the **Markham Campus**, which welcomed its first full cohort of students in Fall 2024.

In March 2024, the Ontario government announced **$9 million in start-up funding** for the creation of the **York University School of Medicine**, representing a significant step forward in addressing critical healthcare workforce needs.

How We Teach

Over the past five years, York has transformed how we teach, embracing new modes of learning and expanding experiential education opportunities. In 2022–23, York introduced **Hyflex course delivery models**, allowing students to choose in-person or online participation flexibly. That same year, the University successfully migrated the **e-Class system to the cloud**, improving reliability and accessibility for faculty and students.

In 2023, York launched the **Task Force on the Future of Pedagogy** to help shape teaching for the next generation of learners. The Task Force's 2025 final report provided high-level recommendations focused on expanding blended learning, supporting lifelong pedagogical development, scaling community-based WIL, redesigning assessment, and fostering AI literacy. These themes now inform York's continued transformation of teaching and learning.

Key Highlights

Glendon:
A foundational restructuring of academic programs simplified pathways and introduced a new Core Curriculum to improve clarity, student engagement, and timely graduation.

Markham Campus:
The Campus welcomed its first students in September 2024. The campus expands the University's reach into Markham to serve the York Region community.

York University School of Medicine:
The School is slated to open in July 2028 within the Vaughan Healthcare Centre Precinct, supported by $9 million in start-up funding from the Government of Ontario.

21st Century Learning

TEACHING AND LEARNING

Every 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.

2020-2025 Highlights

How We Teach Continued

Faculties have led the way in innovating pedagogical practice. EUC embedded **experiential learning into more than 40%** of undergraduate courses and launched a new **co-op program** to support career readiness. AMPD expanded experiential learning through **restructured studio courses** and deeper partnerships with cultural organizations. Glendon introduced an **interdisciplinary Practicum Course** in 2024, providing students across disciplines with valuable hands-on experience. LA&PS expanded experiential education across its programs, integrating work placements and community-engaged learning. Science introduced new **research internship streams** for undergraduate students.

Health developed **simulation-based learning modules** in health sciences and nursing. Lassonde integrated **project-based learning** and entrepreneurship across all of its undergraduate programs. Osgoode expanded its **clinical and experiential education offerings**, including new externships. Schulich enhanced global learning opportunities by expanding its **global consulting projects** across MBA and BBA programs. FGS introduced the **Individualized Development Plan (IDP)** for graduate students and postdoctoral fellows in 2021, launched the **Scholarly Skills Webinar Series** in 2023, and developed **guidelines on the responsible and ethical use of AI** in 2024.

York's successful completion of the **Markham Campus** building in late 2022, and its opening in 2024, stands as a symbol of our forward-looking approach to 21st-century education: interdisciplinary, flexible, technology-enhanced, and globally engaged.

To further strengthen York's leadership in pedagogical innovation, the University launched an **Integrated Work-Integrated Learning (WIL) Unit**, which officially opened in May 2025. This integrated unit coordinates and expands experiential learning initiatives across the University. The new unit is supported by significant funding from **CEWIL Canada** (over $887,000 supporting 20 faculty-led initiatives), the **Embark Foundation** ($500,000 to support underrepresented students), and the **Business + Higher Education Roundtable (BHER)** ($162,000 for cross-campus capstone courses). New program-based WIL initiatives have already been introduced in **Arts, Media, Performance & Design**, **Environmental and Urban Change**, and **Glendon**.

In parallel, York has proactively advanced **Generative AI (GenAI) literacy and integration** to prepare students and instructors for future learning environments. A dedicated GenAI website was launched offering self-paced learning models for faculty and students, new AI classroom tools such as the AURA Course Assistant have been deployed, and quarterly roundtable discussions are strengthening collaboration across academic units. Faculty development events, hackathons, and a vibrant Community of Practice focused on **Generative AI Pedagogies** are building York's leadership in AI-enhanced teaching, ensuring that innovation remains a cornerstone of the 21st-century learning experience.

Key Highlights

Faculty of Graduate Studies: Launched the Individualized Development Plan (IDP) across all graduate programs and postdoctoral fellows, integrating it into mentorship, supervisory relationships, and curricula-strengthening student success and professional readiness.

Integrated Work-Integrated Learning (WIL) Unit: Launched in May 2025.

Experiential Learning: Raised $1.7M+ for experiential learning expansion through CEWIL, Embark Foundation, and BHER.

New GenAI: New website and AURA Course Assistant launched to support AI literacy in learning across York.

21st Century Learning

2020-2025 Performance

COURSE OFFERINGS & FACULTY DEVELOPMENT

952
online course sections (+91%)

504
hybrid courses (+116%)

52
hyflex courses

58%
of graduates participated in 1+ EE course

1,279
tenure-track faculty

4,332
registrations of tenure-track faculty in professional development activities

TIMELINE FOR MARKHAM CAMPUS

2020-21
construction begins

2021-22
academic programming approved

2022-23
student strategy and research vision completed

2023-24
libraries prototypes curricular offerings

2024-25
Markham welcomes its first full cohort of students in September 2024

NSSE 2023
HIGHER-ORDER, REFLECTIVE AND INTEGRATIVE LEARNING

York - First Year
learning for first year students continues to improve

Ontario - First Year
learning for first year students continues to exceed Ontario's average

York – Senior Year
learning for senior year students continues to improve

Ontario – Senior Year
learning for senior year students continues to exceed Ontario's average

9

Data sources: Office of Institutional Planning & Analysis, Teaching Commons, National Survey of Student Engagement (NSSE)

YORK U

21st Century Learning

2020-2025 Performance

PROGRAM EXPANSION AND RENEWAL

5
new undergraduate programs

5
new graduate programs

3
new professional masters

146K+
School of Continuing Studies registrations

18
programs with paused admissions

PATHWAYS TO SUCCESS AND EMPLOYMENT

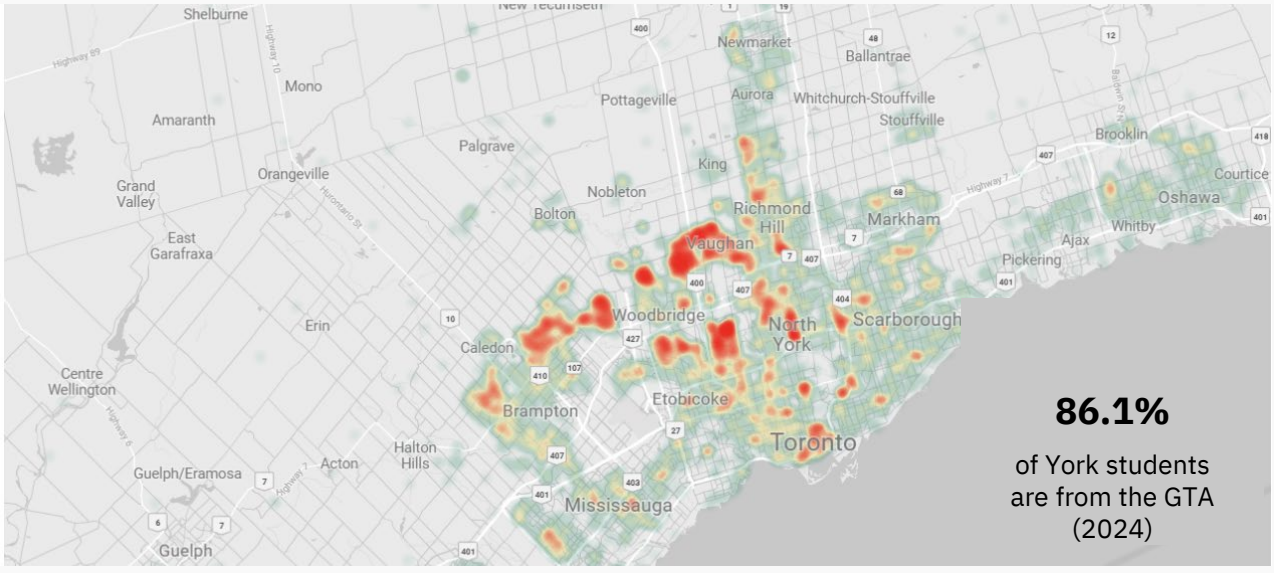
362
OSAP-supported micro-credentials offered by York, an increase of 40%

83%
of UG students are taking advantage of flexible program options (e.g., online, part-time)

5,400+
paid Work-Integrated Learning (WIL) opportunities for unique students (2022-24 excludes Winter 2024)

+2.2%
growth in the 2-year employment rate

STUDENTS FROM THE GREATER TORONTO AREA (GTA)



86.1%
of York students are from the GTA (2024)

Data sources: Vice- Provost Academic, School of Continuing Studies, Office of Institutional Planning & Analysis, Student Financial Processing, Career Centre, The Ontario University Graduate Survey (OUGS)

Knowledge for the Future

FROM CREATION TO APPLICATION

As change accelerates around us, York University aims to be more responsive to its communities by generating critical knowledge and works of art, ideas and innovations that engage multiple perspectives while propelling Ontario as a global knowledge-economy leader.

2020-2025 Highlights

Knowledge for the Future

Between 2020 and 2025, as change accelerated across higher education and the world, we advanced our commitment to generating knowledge, works of art, ideas, and innovations that engage multiple perspectives and respond to pressing challenges of our time. Through interdisciplinary research, partnerships, and infrastructure investment, York strengthened Ontario's global leadership in the knowledge economy while addressing social and environmental imperatives.

Driving Research Excellence Across the Institution

From 2020 to 2025, York achieved **record levels of externally sponsored research income**, reaching **$120 million by 2023–24.** We also sustained our performance in **national and international research rankings**. These achievements were supported by a growing base of **Tri-Council funding**, new **donor-supported research chairs**, and major national investments, including the **$318.4 million Connected Minds initiative**, launched in **March 2023**.

The **Faculty of Environmental and Urban Change** contributed significantly to York's research trajectory, with **York Geography rising from 12th to 5th in Canada** in the **Shanghai Rankings (2020–2024)**. EUC researchers secured over **$10 million in new grant funding** and played a leading role in York's **2025 Times Higher Education Impact Ranking**, where York ranked 35th globally. The **Faculty of Education** doubled its grant applications between **2020 and 2025**, expanded funding sources to include Duolingo, CAMH, and the Canadian Human Rights Commission, and hosted the **2023 Canadian Society for the Study of Education (CSSE) Congress**, where research in decolonization, anti-oppression, and sustainability was showcased.

In the **School of the Arts, Media, Performance & Design**, Connected Minds funding enabled interdisciplinary research in AI, digital media, and performance. New hires joined from 2022 onward, and a **Canada Research Chair in Indigenous Art** will join the faculty in **July 2025**. The **Sensorium Centre**, revitalized during this period, expanded public programming, graduate student research support, and artist residencies. Between 2020 and 2025, AMPD faculty secured over **$13 million in external grants.**

Key Highlights

Top 40 Globally in THE Impact Rankings (2025):
Ranked 35th in the world and 2nd in Canada for impact on the UN SDGs, affirming York's global leadership in purpose-driven research.

First Indigenous Research Ethics Board in Canada (2021–22): Launched to advance Indigenous self-determination in research ethics governance.

Record Research Income: $120M in 2023-24:
Achieved the highest annual externally sponsored research funding in York's history, capping five consecutive years of growth.

$318.4M Connected Minds (2023):
York secured one of the largest federal research grants in its history, in partnership with Queen's, advancing interdisciplinary research in AI, neuroscience, and social equity.

Faculty of Environmental and Urban Change:

- Geography moved from 12th to 5th in Canada (2020–2024) in the Shanghai Global Rankings.
- Led York's contribution in the THE Impact Rankings, securing high scores in SDGs related to climate action and sustainable cities.

The School of Arts, Media, Performance & Design:

- Established a new Canada Research Chair in Indigenous Art (2025), reinforcing AMPD's leadership in creative practice and decolonial research.
- Secured over $13M in external research funding (2020–2025).

Knowledge for the Future

FROM CREATION TO APPLICATION

As change accelerates around us, York University aims to be more responsive to its communities by generating critical knowledge and works of art, ideas and innovations that engage multiple perspectives while propelling Ontario as a global knowledge-economy leader.

2020-2025 Highlights

Driving Research Excellence Across the Institution Continued

The **Faculty of Health** expanded its research intensity across the five-year period, securing new **endowed chairs** and advancing large-scale interdisciplinary research in **aging, health equity, and neuroscience**. ORUs such as **Vision: Science to Applications (VISTA)** and the **Muscle Health Research Centre** played prominent roles in York's research ecosystem. The **Faculty of Science** contributed critical research to **COVID-19 modeling**, expanded its AI and environmental portfolios, and secured **over $20 million in funding** between **2020 and 2025**.

The **Lassonde School of Engineering** launched the **Smart Mobility Applied Research and Testing (SmartTO) Centre in 2023**, joined Ontario's OVIN RTDS network, and expanded partnerships in digital mobility and mechatronics. Lassonde's **K2I Academy**, launched in 2020, delivered equity-driven STEM programs to over 5,000 K–12 students and teachers by 2025. Meanwhile, the **Faculty of Liberal Arts & Professional Studies (LA&PS)** generated over **$30 million in Tri-Council funding**, hosted two major **SSHRC partnership grants (2021–2025)**, and expanded policy and justice-focused research chairs.

At **Glendon College**, the 2021–2023 revitalization of the **Glendon Digital Media Lab** enabled new interdisciplinary work in podcasting, multilingual communication, and media innovation. Program reforms in professional translation and conference interpreting were introduced in **2024**, with a microcredential initiative launched during the same period. The **Faculty of Graduate Studies (FGS)** became a national leader in graduate education policy, launching the **Graduate Supervision Community of Practice (2023)**, co-hosting Canada's **first national conference on graduate supervision in May 2024**, and updating policies on **thesis formats, conflict of interest, and Indigenous intellectual property**.

At the **Schulich School of Business**, funding reached historic levels between 2020 and 2025, and Schulich achieved **Canada's highest research impact rating** in business disciplines. York's **Markham Campus**, whose research strategy was developed in **2023–24**, saw the approval of **14 new interdisciplinary programs** designed to foster innovation in areas such as **digital health, fintech, and immersive media**.

Advancing Access and Inclusion in Research

York has taken deliberate steps to foster an inclusive and accessible research ecosystem. In **2020–21**, the University began operationalizing its **Open Access Policy**, reinforcing a commitment to making research broadly accessible. The launch of the **Postdoctoral Fellowship Program for Black and Indigenous Scholars in February 2021** signaled a new approach to equity-focused researcher development.

Key Highlights

Faculty of Health:
- Expanded support for Black and Indigenous health research, including through new endowed chairs and funding models.

Lassonde School of Engineering:
- Reached over 5,000 K–12 students through the K2I Academy (2020–2025), a national model for equity in STEM education.

Glendon College:
- Revamped the Glendon Digital Media Lab (2021–2023), introducing bilingual microcredentials and research platforms in digital storytelling.

Schulich School of Business:
- Named #1 in Canada for research impact in business and management (2022–2025).
- Launched high-impact research in sustainable finance, climate disclosure, and responsible AI.

Faculty of Graduate Studies:
- Launched a national Graduate Supervision Community of Practice (2023) and co-hosted Canada's first conference on supervision (2024).

Faculty of Education:
- Hosted the 2023 Congress of the Canadian Society for the Study of Education, spotlighting York's leadership in anti-oppression, equity, and digital pedagogy.

Knowledge for the Future

FROM CREATION TO APPLICATION

As change accelerates around us, York University aims to be more responsive to its communities by generating critical knowledge and works of art, ideas and innovations that engage multiple perspectives while propelling Ontario as a global knowledge-economy leader.

2020-2025 Highlights

Advancing Access and Inclusion in Research Continued

These efforts were complemented by initiatives across faculties. In **FGS**, the **60th Anniversary Awards** were introduced in **2024** to support part-time BIPOC scholars balancing academic and caregiving responsibilities. The **Faculty of Education** introduced new scholarships and mentoring programs, and the **Faculty of Health** and **LA&PS** expanded EDI-centered research chairs and student supports. Across York, new governance models and training programs have embedded DEDI principles into research evaluation and supervision.

Translating Discovery into Impact

Between 2020 and 2025, York deepened its investment in **knowledge mobilization, entrepreneurship, and commercialization**. The **Commercialization Mandate Policy Framework**, submitted to the Ministry in **April 2022**, and the subsequent **Intellectual Property and Commercialization Policy**, finalized in **2024–25**, formalized York's position as a leader in ethical and strategic research translation.

YSpace, York's entrepreneurship and innovation hub, expanded to new regional sites in **2022–2024**, while Connected Minds and SmartTO became leading platforms for interdisciplinary applied research. Faculties such as **Schulich**, **Lassonde**, and **Science** contributed to new ventures in **clean technology, fintech, and digital health**, while the **Markham Research Strategy (2023)** embedded commercialization objectives into program development.

Building Research Infrastructure and Strategy

The finalization of the **Strategic Research Plan: Knowledge for the Future in May 2023**, followed by the implementation plan in 2024, has provided clear alignment across York's research, talent, and infrastructure goals. The **Discover York Academics (DYA)** system, launched in this period, supports the curation and visibility of faculty outputs. The **VISTA evergreen plan**, completed in 2024, reaffirmed York's commitment to sustained excellence in vision science and interdisciplinary collaboration.

At the institutional level, York launched planning in **2024–25** for the new **School of Medicine**, with a focus on **community-based research, equity, and health innovation**. Markham Campus continues to serve as a pilot site for **flexible, interdisciplinary research and industry collaboration**, positioning York to lead the sector into the next decade.

Key Highlights

Faculty of Liberal Arts & Professional Studies:

- Generated $30M+ in Tri-Council grants (2020–2025), including major SSHRC partnership projects.
- Expanded justice- and equity-themed research chairs and launched York's first donor-funded Chair in Inclusion and Governance.

Markham Campus:

- Approved 14 new programs (2023–2025) with embedded industry research pathways.
- Finalized its Research and Commercialization Strategy in 2024, reinforcing York's entrepreneurial footprint.

Faculty of Science:

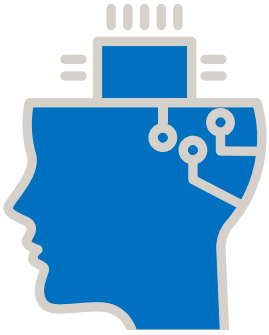
- Received $20M+ in competitive grants and established flagship ORUs like Y-EMERGE and Centre for Bee Ecology, Evolution, and Conservation (BEEc).

Knowledge for the Future

2020-2025 Performance

Connected Minds: Neural and Machine Systems for a Healthy, Just Society

Connected Minds has successfully wrapped up its second year of funding, continuing to grow a vibrant and interdisciplinary research community.



Revenue & Funding

$318M
Total Funding Amounts

$105M
Grant from the Canada First Research Excellence Fund

$11.5M
Disbursed to Date

Partnerships

68
Collaborators Across Disciplines and Sectors

4
Indigenous Organization Partners

Impact

74
Graduate Scholarships

34
Postdoctoral Fellowships

20
Knowledge Mobilization Activities

14
Seed Grants

21
Research-Enhanced Hires

285
Researchers

Data source: Vice-President Research & Innovation

YORK U

Knowledge for the Future

2020-2025 Performance

RESEARCH REVENUE, INNOVATION, IMPACT, AND PARTNERSHIPS*

REVENUE	INNOVATION	IMPACT	PARTNERSHIPS
$99M+ Large-Scale Grant Awards (2021-24)	**$262M+** in Start-Up Revenue Generated	**31** Organized Research Units	**264** External Partnerships
281 Large Scale Funding Applications Supported	**1,551** Start-Up Jobs Created	**15.1K+** Research Publications	**141** Collaborative Projects with External Partners
$93M+ External Grant & Contract Income 2021-24 (Includes Tri-Council Funds)	**$189M+** in Start-Up Revenue Funding Raised		
$557M+ Research Income from External Sources	**1,188** (York hosted) Entrepreneurship Workshops and Events		
	1,150 Ventures Supported		

Data sources: Vice-President Research & Innovation, York International

YORK U

From Access to Success

NEXT GENERATION STUDENT SUPPORTS

With many of the University's students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

2020-2025 Highlights

From Access to Success

Over the 2020–2025 period, we deepened our institutional commitment to student success. Through an evolving strategy that combined university-wide initiatives with faculty-led innovations, we responded to the rising complexity in student needs and expanded our student success infrastructure.

Enhancing Student Access and Support Systems

York initiated a campus-wide digital transformation strategy that began to shift the student experience toward greater flexibility and responsiveness. The Student Systems Renewal Program helped lay the foundation for key digital innovations. In January 2020, the University launched **SAVY**, an AI-powered virtual assistant providing students with 24/7 support across a range of academic and administrative areas. The **Student Equity & Diversity Census (2020)** and the revised **Human Rights Policy (2021)** strengthened York's capacity to tailor supports and remove structural barriers across the institution.

Faculties contributed significantly to access-focused innovations. Beginning in 2021, the **Faculty of Health** introduced a suite of early intervention programs—**HELM**, **Health Ready**, and co-curricular models designed to support equity-deserving students at key transition points. In 2023, Health also led **CEWIL-funded** initiatives to improve access to work-integrated learning for Black Psychology students and reduce barriers for international learners.

The **Faculty of Education** deepened its commitment to community access by relaunching the **Advanced Credit Experience Program** in 2022 for high school students in the Jane-Finch corridor and hosting the inaugural **"Day at York"** event in 2023 to encourage Black youth to explore postsecondary pathways. New entrance scholarships for students facing systemic barriers were introduced in tandem with this programming.

At **Glendon**, affordability and linguistic accessibility were core priorities. In 2024, Glendon launched a **Housing Scholarship** to support high-achieving out-of-province students, and expanded international recruitment through the **Explore Program**, welcoming students from Belgium and Senegal.

EUC implemented a peer mentorship program in 2023 as part of a broader transition strategy that included YUStart enhancements and personalized advising to support incoming students.

The **Faculty of Science** introduced a **Summer Transition Program** in 2023 to better prepare students for academic rigour and life in STEM disciplines. That same year, Science expanded co-op and internship opportunities through partnerships with the **Taihua Wang Centre for Integrative Research on Sustainability and Resilience**, enhancing real-world experience and community connection.

At the **Markham, a new student services model** was introduced, centered on proactive advising and integrated experiential learning pathways. Targeted entrance awards and multilingual support services were also introduced to meet the needs of York Region's diverse communities.

From Access to Success

NEXT GENERATION STUDENT SUPPORTS

With many of the University's students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

2020-2025 Highlights

Supporting Academic Success and Well-Being

Between 2022 and 2024, York scaled a number of strategic initiatives focused on student well-being and academic continuity. The **GPA Calculator**, launched in 2022–23, gave students the ability to model academic outcomes and monitor their progress. In Fall 2022, York expanded access to mental health services by launching **Virtual Care Clinics**, which complemented in-person supports and addressed increasing demand for flexible, on-demand care.

In 2023, York's **Mental Health Strategy** was reimagined as a broader **Well-Being Strategy**, with a renewed focus on prevention, accessibility, and culturally relevant supports. This strategy emphasized student belonging and resilience while integrating mental health services more fully into the academic environment.

In the **Faculty of Graduate Studies**, new equity-focused policies were introduced to ensure accessibility in graduate education. Between 2021 and 2024, FGS implemented holistic graduate admissions, clarified guidance on Indigenous knowledge and intellectual property, and launched **Flowable**, a digital process management platform that reduced delays and improved service quality for graduate students.

In **Lassonde**, the **Women in STEM initiative** expanded, offering mentorship programs, targeted advising, and hiring practices aimed at increasing visible diversity among instructors. These supports complemented broader efforts to foster belonging among underrepresented groups in engineering and computing.

At **Osgoode Hall Law School**, student financial support and well-being were central. Between 2020 and 2025, Osgoode distributed over **$6 million in financial aid**, added a dedicated legal career counsellor, and expanded wellness supports to ensure students were equipped to succeed in one of the University's most demanding academic environments.

LA&PS launched the **Advancing YU Mentorship and Scholarship Program** in 2022, offering financial aid and alumni mentorship to students identifying as Black or women. Over $4 million in scholarships and bursaries were distributed across the Faculty during the five-year period.

In **AMPD**, retention-focused programming evolved to include more embedded advising, studio-based experiential learning, and co-curricular supports tailored to the needs of creative arts students.

The **Schulich School of Business** expanded global learning opportunities and early experiential modules during the same period, building stronger academic engagement and career clarity across its BBA and MBA programs.

Key Highlights

Faculty of Health: Extended co-op option to all students in 2025.

Digital Technologies at **Markham** became York's first fully work-integrated learning (WIL) program, with strong early outcomes from **Lassonde**.

Faculty of Liberal Arts & Professional Studies: 1,047 students completed internships or co-op placements since 2020.

From Access to Success

NEXT GENERATION STUDENT SUPPORTS

With many of the University's students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

2020-2025 Highlights

Strategic Planning and Proactive Support

York's student success strategies increasingly relied on real-time insights and proactive service models. In 2023–24, the University completed a five-year **Strategic Enrolment Management (SEM) Framework**, introduced a new **Enrolment Dashboard** and **Undergraduate Student Retention Dashboard**, and formed an **International SEM Working Group** to refine outreach and transition support for international students.

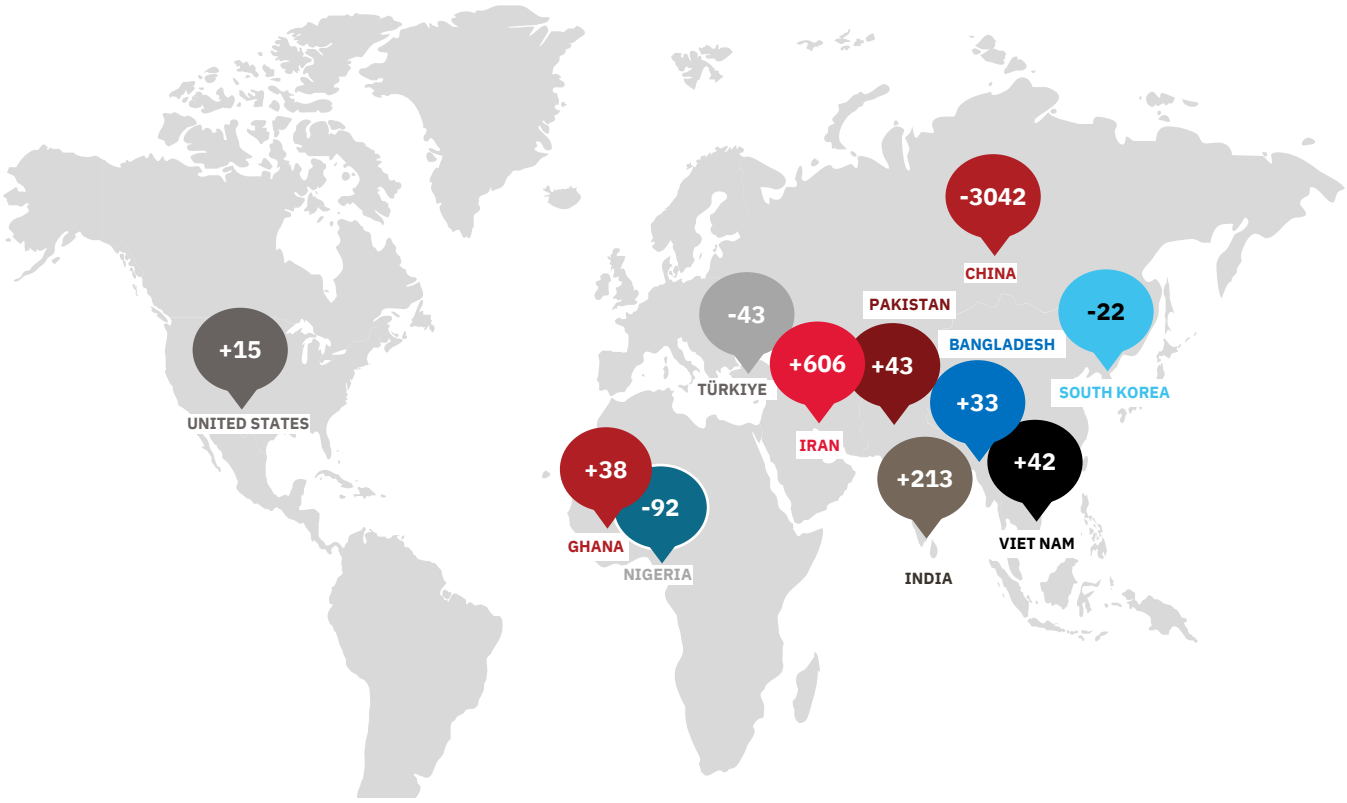
The **York U Care Team**, launched in 2023–24, created a cross-functional structure for identifying and responding to students with complex academic and personal needs. The team coordinates care across mental health, advising, accessibility, and financial services, allowing for personalized intervention before crises emerge.

Faculties also deepened their commitment to retention through more integrated planning. In 2024, **EUC** finalized its own faculty-level SEM strategy, combining targeted outreach, hybrid course design, and one-on-one advising to reverse a multi-year enrolment decline. **Health**, **Education**, and **Glendon** strengthened their progression and field experience advising models, while **Science** and **Lassonde** expanded undergraduate research and project-based learning pathways. **AMPD** and **Schulich** emphasized capstone-based learning and professional identity development to foster stronger program-level belonging.

From Access to Success

2020-2025 Performance

INTERNATIONAL STUDENT COUNT
NET CHANGE FROM FALL 2020-2024



TOP 7 COUNTRIES: INTERNATIONAL STUDENT COUNT-FALL 2020

	China	India	Nigeria	Iran	Bangladesh	Viet Nam	Pakistan	South Korea	United States	Türkiye
YEAR 2020	5,162	1,141	618	481	318	249	216	194	145	144

TOP 10 COUNTRIES: INTERNATIONAL STUDENT COUNT-FALL 2024

	China	India	Iran	Nigeria	Bangladesh	Viet Nam	Pakistan	South Korea	United States	Ghana
YEAR 2024	2,120	1,354	1,087	526	351	291	259	172	160	129

INTERNATIONAL STUDENT COUNT- CHANGE FROM FALL 2020-2024

	China	India	Iran	Nigeria	Bangladesh	Viet Nam	Pakistan	South Korea	United States	Ghana	Türkiye
NET CHANGE	-3,042	+213	+606	-92	+33	+42	+43	-22	+15	+38	-43

Data source: Office of Institutional Planning & Analysis

YORK U

From Access to Success

2020-2025 Performance

OUT-OF-PROVINCE STUDENT POPULATION

9.7%
of **graduate students** come from another province (2024)

1.9%
of **undergraduate students** come from another province (2024)

UNDERGRADUATE STUDENT SUPPORT

$59M+
bursaries

$99M+
scholarships and awards

$43M+
other

CONFERRED CREDENTIALS

50.1K+
bachelor degrees

1.1K+
doctoral degrees

11.8K+
masters degrees

7,400+
professional masters

3.1K+
certificates

1.1K+
graduate diplomas

NSSE:CAMPUS ENVIRONMENT: QUALITY OF INTERACTIONS-ACADEMIC ADVISORS

61.6%
of **first year** students had positive interactions with academic advisors (2023)

60.0%
of **senior year** students had positive interactions with academic advisors (2023)

MARKET SHARE

(% of Ontario high school (101) applications a university receives out of the total submitted to all universities)

7.2%
application market share for 101 students (2024)

8.5%
confirmation market share for 101 students (2024)

[20] Data sources: Office of Institutional Planning & Analysis, National Survey of Student Engagement (NSSE), Student Financial Services, Student Recruitment & Admissions

YORK U

Advancing Global Engagement

York University draws people from around the world who seek to learn from each other and to gain the global fluencies needed to work locally and across borders toward a better future.

2020-2025 Highlights

Advancing Global Engagement at York University

Over the past five years, we have made progress in advancing York University's Internationalization and Global Engagement Strategy. This period has been marked by the development of strategic partnerships that have strengthened our global presence and enriched the academic experience for our students and faculty. The summary below highlights key accomplishments from 2020 to 2025, reflecting our ongoing commitment to global engagement and international collaboration.

Beyond student recruitment and mobility, York's internationalization efforts have also focused on strengthening global research collaborations and welcoming visiting scholars and international academic visitors who enrich the university's intellectual community. York's **Organized Research Units (ORUs)** play an integral role in this work by convening international research networks, facilitating joint projects, and advancing global knowledge exchange across disciplines. These initiatives foster the cross-border exchange of ideas, co-authorship, and knowledge creation that amplify York's global impact.

Responding to a Changing World (2020–2021)

Amid the disruption of the COVID-19 pandemic, York adapted quickly to support international collaboration in virtual settings. In Summer 2020, the University launched the **Globally Networked Learning (GNL)** initiative, enabling students and faculty to co-develop cross-cultural projects with international peers through online, project-based learning. GNL courses became a cornerstone of York's academic response to global border closures, advancing equitable global engagement in a time of crisis. York was also the first university in Canada to develop a comprehensive quarantine program, ensuring students could safely arrive amid international travel restrictions.

Expanding Strategic Partnerships (2020–2023)

In the early part of the period, York established 13 new university partnerships in China while expanding outreach across Bangladesh, India, Iran, South Korea, Turkey, Vietnam, and several African countries. The University also extended its presence in Latin America through continued planning and development of the Las Nubes EcoCampus in Costa Rica. This period included the development of the IGE Strategy, which formalized institutional goals under four pillars: Elevate, Enhance, Expand, and Integrate.

Faculty engagement played a key role. The **Faculty of Environmental and Urban Change (EUC)** significantly scaled the **Las Nubes Study Abroad Program**, which by 2024 included nine courses and over 160 student participants across nine faculties. Most recently, Las Nubes opened its doors to select students from partner institutions in Australia, Costa Rica, and Mexico. EUC also hosted more than 20 visiting international scholars from Ghana, China, Turkey, Palestine, and the United States, reinforcing faculty-to-faculty research collaboration.

The **Faculty of Science** launched a series of new global research partnerships during this time—including with institutions in India, Botswana, Rwanda, Thailand, and the UK. In 2023, the faculty co-led the development of a **$6.1 million Global South AI network** focused on pandemic preparedness. In 2024, Science introduced a **Visiting International Fee-Paying Students Program** and established the **York-Hainan Learning Centre** to expand York's academic presence in China.

Key Highlight

$6.1M Global South AI Network co-led by Science (2023): Positioned York as a leader in pandemic preparedness, global health, and responsible AI research in the Global South.

Advancing Global Engagement

York University draws people from around the world who seek to learn from each other and to gain the global fluencies needed to work locally and across borders toward a better future.

2020-2025 Highlights

Expanding Strategic Partnerships (2020–2023) Continued

Key Highlight

In 2023, the **Faculty of Health** expanded its international practicum partnerships to include Cuba, Ghana, and Costa Rica, offering students access to immersive global health placements. During the same period, the **Faculty of Education** scaled its **Ed Global** professional learning platform and in 2024 formalized a new partnership with **SEAMEO-RETRAC** in Vietnam.

Across these initiatives, York's international research partnerships emerged as a key driver of global engagement, deepening collaboration between faculties and positioning York as a research partner of choice in areas aligned with the UN Sustainable Development Goals.

The **Schulich School of Business** expanded its **dual degree programs** with European partners in Spain and France and launched the Global Consulting Projects for Schulich MA students. **AMPD** established partnerships with institutions at the intersection of arts, education, sustainability, and interdisciplinarity. In 2023, the faculty **formalized agreements** with the University of the Arts London, Singapore Management University (SMU), and Sharjah Performing Arts Academy.

Adapting to Emerging Challenges (2023–2025)

In 2023–24, York launched a multi-city recruitment campaign across Delhi, Mumbai, Bangalore, and Chennai—one of the University's most focused regional enrolment efforts to date. However, in early 2024, new federal restrictions—including an international student cap and changes to study permit issuance introduced by **Immigration, Refugees and Citizenship Canada (IRCC)**—disrupted recruitment and enrolment planning across the sector.

Despite these constraints, York continued to advance its global engagement agenda. The **Faculty of Graduate Studies (FGS)** supported these efforts by expanding **Experience Grad York** into a biannual event and, in 2024, delivering **six international pre-arrival webinars** to support the onboarding of graduate students. The **Lassonde School of Engineering** pursued a multi-pronged global recruitment strategy, launching a **3+1+1 graduate pathway program**, a **STEM-focused international summer camp**, and a series of targeted digital campaigns aligned with York's international enrolment priorities.

While international student enrolments have fluctuated due to external factors, York's broader internationalization agenda, anchored in research partnerships, visiting scholars, and global academic collaborations, has continued to grow in scope and depth.

Supporting Student Experience (2020–2025)

In tandem with its global recruitment strategies, York prioritized the international student experience-strengthening both inbound and outbound mobility and enhancing transitional supports. In 2022, **York International** secured renewed provincial funding for global learning, sustaining access to study abroad, field schools, and exchanges for domestic students.

English Conversation Partners Program launched (2024): New program to better integrate international students in the York community.

Advancing Global Engagement

York University draws people from around the world who seek to learn from each other and to gain the global fluencies needed to work locally and across borders toward a better future.

2020-2025 Highlights

Supporting Student Experience (2020–2025) Continued

To further institutionalize this work, York established the **International Strategic Enrolment Management (ISEM) Working Group** in early 2024. The group was tasked with developing and monitoring strategies to enhance international student recruitment and conversion, improve coordination across units, and identify operational barriers to success. It also serves as a strategic advisory body to the SEM Executive Committee, bringing forward data-informed insights and actionable recommendations to support York's short- and long-term international enrolment goals.

FGS contributed directly to the student experience through recruitment and engagement initiatives. In 2022, it launched the **Choose Grad York** campaign, and by 2024 had partnered with York International to deliver a full suite of onboarding webinars for international graduate students.

The **Faculty of Science** deepened student mobility by introducing short-term exchanges and field-based study abroad options in climate science and public health—linked to new research collaborations in Asia, Africa, and Latin America.

At **Lassonde**, global engagement was reflected in academic programming and outreach. In addition to recruitment-focused summer programming, Lassonde formalized structured mobility pathways for international students, strengthening York's visibility in key international markets.

Key Highlights

ISEM Working Group (2024): Launched an inaugural university-wide forum for integrated international recruitment strategy.

Enhancing York's Global Profile (2024–2025)

In April 2024, York launched the **Global Research Seed Fund** to catalyze international research partnerships aligned with the UN Sustainable Development Goals (SDGs). Early projects addressed global health, Indigenous land-based knowledge, sustainable urban design, and food systems resilience.

The **Faculty of Science** expanded its international profile by continuing to co-lead multi-million-dollar grant proposals with partners in the Global South. The **Visiting International Fee-Paying Students Program** and the **York-Hainan Learning Centre**, launched in 2024, further extended Science's contributions to York's global visibility.

In the **Faculty of Health**, global engagement extended beyond placements into knowledge dissemination. Since 2021, Health has premiered **student-produced global health documentaries** annually, showcasing experiential learning in international public health contexts.

At the institutional level, York improved coordination between central units and faculties, taking meaningful steps toward a more integrated global engagement model. The ongoing implementation of the IGE Strategy continues to guide York's efforts to embed global learning, research, and mobility across the academic enterprise.

Global Research Seed Fund (2024): Launched York's inaugural Fund to advancing SDG-aligned, interdisciplinary international research and deepening global faculty partnerships.

Four-year international housing guarantee introduced (2025): Addressing one of the most cited concerns for prospective international students.

Looking Ahead

As York University looks **beyond 2025,** international recruitment and engagement will continue to play a central role in advancing the institution's global profile and financial sustainability. Informed by the work of the ISEM Working Group, the University is shifting toward a more **coordinated, data-informed, and targeted approach** to international enrolment.

Advancing Global Engagement

2020-2025 Performance

INTERNATIONAL ENGAGEMENT

296 international MOUs signed

53% of full-time faculty hold at least one degree from abroad

82 alumni chapters and networks worldwide

20% Increase in international co-authored publications

YORK-FACILITATED GLOBAL LEARNING OPPORTUNITIES

2,014 students participated in outbound programs

1,067 students participated in faculty-led programs

2,945 students participated in GNL virtual programs

1,725 inbound students (exchange students)

6,819 students utilized global learning support and services

Data sources: Office of Institutional Planning & Analysis, York International, Vice-President Advancement, Vice-President Research & Innovation

YORK U

Working in Partnership

York University understands that by partnering with other entities and sectors it gains vital insights and capacity to create positive impact for its students, campuses, and broader communities.

2020-2025 Highlights

Working in Partnership

Over the past five years, York has advanced our commitment to working in partnership with various organizations and sectors. These efforts have enhanced our capacity to create positive impacts on students, our campuses, and broader communities, while also reflecting our values of accessibility, connectedness, excellence, and impact. Below is a summary of key accomplishments from 2020 to 2025, demonstrating the success of our collaborative initiatives.

Key Highlights

Strengthening Social Responsibility and Advancing Sustainable Development

In 2020, York University introduced its **Social Procurement Policy**, aligning procurement practices with broader social and economic objectives. That same year, York launched **CIFAL York**, a training and development centre established in partnership with the **United Nations Institute for Training and Research (UNITAR)**. In 2022, York and UNITAR expanded their collaboration to launch the **UNITAR Global Water Academy**, deepening York's leadership role in advancing the **UN Sustainable Development Goals (SDGs)**. These efforts have positioned York as a global leader on sustainability and equitable development, reinforcing the University's international reach and commitment to positive change.

CIFAL York designation: First Canadian University to host a United Nations-affiliated training centre, enhancing global visibility and SDG alignment.

Institutional Development

Strategic planning documents—such as the **Partner Engagement Strategic Plan (2023–24)**, **Government Relations Strategic Plan (2024–27)**, **Strategic Communications Plan (2024)**, and the extension of the **IMPACT Campaign goal by $500 million**-provided a renewed institutional framework for engaging external partners, mobilizing support, and strengthening the University's voice nationally and internationally.

$500M extension of the IMPACT Campaign: Demonstrates York's strength in mobilizing philanthropic investment aligned with academic and research priorities.

Building Strategic Partnerships and Expanding Engagement

Faculties across the University played a central role in delivering on the University's partnership goals through innovative, discipline-specific initiatives.

AMPD advanced a wide range of industry and cultural partnerships. A **$3 million gift from the Mirkopoulos family in 2023** supported the creation of a collaborative student space and an **accelerated BFA in film production**. **AMPD** continued long-standing **partnerships with Cinespace Studios, the National Ballet of Canada, Oya Media, and the Aga Khan Museum.** Public-facing activities, like its involvement in the **Toronto International Film Festival** and joint programming with the **Goldfarb Gallery**, helped raise its profile and created more opportunities for students.

The **Faculty of Education** strengthened relationships with **school boards**, the **Ministry of Education**, and community organizations. The Faculty introduced targeted programming in response to the revised Ontario curriculum and FSL teacher shortages, and its **Summer Institute (FESI)** created a platform for educators, students, and community leaders to engage in equity-informed dialogue. The **Jean Augustine Chair** expanded its partnerships with local and national organizations focused on culturally responsive education for Black learners.

Working in Partnership

York University understands that by partnering with other entities and sectors it gains vital insights and capacity to create positive impact for its students, campuses, and broader communities.

2020-2025 Highlights

Building Strategic Partnerships and Expanding Engagement Continued

EUC operationalized a series of **living labs**—including the **Maloca Community Garden**, **Circular Innovation Hub**, and **Ecological Footprint Initiative**—which enabled applied research, community engagement, and student experiential learning. EUC's formal **MOU with the Toronto and Region Conservation Authority (TRCA)** fostered new research and career opportunities, while over **$2 million in external funding** supported programming, research, and financial aid between 2020 and 2025.

Glendon focused its efforts on accessibility and bilingual global engagement. A partnership with the **Canadian National Institute for the Blind (CNIB)** led to the implementation of the **GoodMaps** campus navigation tool. The **Living and Learning in Retirement** program continued to flourish, engaging over 1,000 adult learners annually. Glendon also developed new international pathways, including an internship partnership with **NATO's Centre of Excellence in Rome**, which resulted in successful student employment outcomes.

The **FGS** launched the **Academic Excellence Fund (2021)** to support graduate student research and professional development and developed the **Knowledge Now: Graduate Research at York** showcase to promote SDG-aligned scholarship. The **Cross Campus Capstone Classroom pilot (2023)** enabled graduate students to work directly with external partners on research-informed design projects and community-based initiatives.

The **Faculty of Health** cultivated impactful relationships with **Oak Valley Health**, **Mackenzie Health**, and the **City of Vaughan**, aligning education and research with community health needs. These partnerships laid the groundwork for York's **School of Medicine**, linking faculty research and teaching to healthcare system transformation in the Greater Toronto Area.

The **Schulich School of Business** deepened its community engagement through customized executive education programs. Notably, it partnered with the **Canadian Council for Aboriginal Business** to offer a **Mini-MBA for Indigenous Leaders**, supporting inclusive leadership development and expanding access to business education for equity-deserving groups.

At the **Markham Campus**, York launched a local engagement strategy, building collaborative relationships with the **Cities of Markham and Richmond Hill** and **community-based organizations**. These partnerships shaped the co-development of new academic programs and student services tailored to the regional context.

These accomplishments reflect York University's commitment to working in partnership to support academic excellence, institutional growth, and societal impact. Over the 2020–2025 period, York has laid the foundation for future collaboration, building pathways that will continue to support students, faculty, and communities in the years ahead.

Key Highlights

Faculty of Environmental & Urban Change (EUC)
Living Labs and TRCA Partnership: Operationalizing the SDGs through multi-partner, experiential "living labs." The TRCA partnership connects research, curriculum, and student employability. These efforts also help position York in Times Higher Ed Impact Rankings.

Faculty of Health
Healthcare Sector Partnerships: Positioned York as a key player in Ontario's healthcare ecosystem. Partnerships with Oak Valley Health, Mackenzie Health, and the City of Vaughan lay critical groundwork for the proposed School of Medicine, with regional, workforce, and reputational implications.

Schulich School of Business Mini-MBA for Indigenous Leaders: Addresses TRC Call to Action #92 on business reconciliation. Supports inclusive leadership development and aligns with national EDI priorities.

Working in Partnership

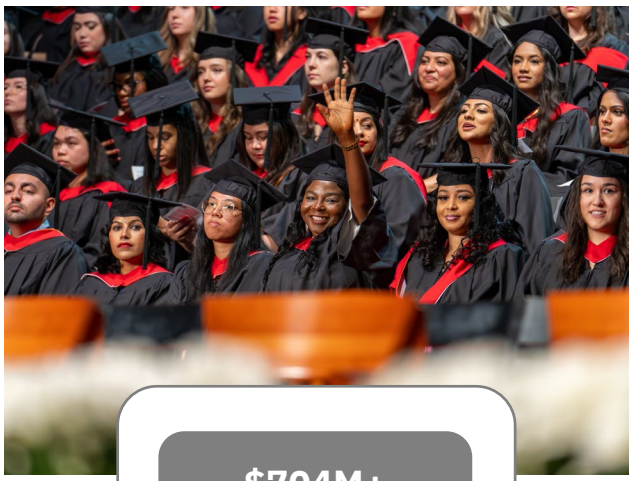
2020-2025 Performance

ALUMNI ENGAGEMENT

375K+
active alumni

+3%
increase in alumni engagement

FUNDS RAISED



$704M+
raised to date

Data source: Vice-President Advancement

YORK U

Living Well Together

Making positive change requires that all members of the University's diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work.

2020-2025 Highlights

Living Well Together

Guided by the principles of Mino Bimaaddiziwin (the Good Life), the university implemented several initiatives to enhance both the physical and virtual environments, promote well-being, and advance equity, diversity, and inclusion. Below is a summary of key accomplishments from 2020 to 2025, reflecting York's commitment to creating a welcoming and supportive community for all.

Key Highlight

Enhancing Physical and Virtual Spaces

In **December 2021**, York approved its **Campus Vision and Strategy**, emphasizing the creation of spaces that are not only functional, but also foster learning, collaboration, and community. A key achievement under this vision was the opening of the **School of Continuing Studies building in Fall 2022**, a state-of-the-art facility that has a hub for lifelong learning. The building received **LEED Gold certification in February 2024**.

School of Continuing Studies: LEED Gold Facility opened as of Fall 2022 and certified in February 2024.
A flagship facility in York's physical and sustainability transformation.

The University also completed its **Asset Management Strategy** and **Deferred Maintenance Plan** in **2023.**

Faculties played an active role in improving campus environments. EUC co-located its units in HNES and renovated space to include lounges, study areas, wellness rooms, and a dedicated **Black Community Space**. **LA&PS** undertook physical renewal initiatives and expanded community spaces such as **Well-being Lounges**, while also aligning space management with staffing reductions in 2022–23.

The **Faculty of Education** completed renovations to **Winters College in 2024**, creating a student-focused and identity-affirming space. At **Glendon**, accessibility improvements were made through a partnership with the **Canadian National Institute for the Blind**, resulting in the implementation of the **GoodMaps navigation tool** to support those with low vision.

The **Faculty of Health** advanced space renewal projects, while the **Faculty of Science** launched its **"Community 2022"** initiative to rebuild community connections following pandemic disruptions.

Financial Sustainability

In **2022–23**, York implemented its revised **SHARP 2.0 budget model**, aligning resources more directly with institutional priorities. SHARP 3.0 is currently underway to further enhance the model. The **five-year Capital Priorities process**, introduced in **Spring 2023**, provided a framework for ensuring future capital projects remain financially sustainable and strategically aligned.

York's proactive response to the **Auditor General of Ontario's Value-for-Money Audit** culminated in the **YorkU Forward Action Plan** (2023), reaffirming the university's focus on accountability, operational optimization, and long-term planning. York also completed a **brand audit in Spring 2023**, which led to the launch of new tools, templates, and training to support the University's evolving identity.

Living Well Together

Making positive change requires that all members of the University's diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work.

2020-2025 Highlights

Financial Sustainability Continued

At the faculty level, **EUC** adopted a **Healthy Workplace Plan (2020–2025)** to support staff engagement and resilience during internal restructuring. **LA&PS** implemented a comprehensive strategy to address financial pressures while maintaining its focus on DEDI and student support.

Promoting Equity, Diversity, and Inclusion

York's commitment to equity, diversity, and inclusion was deepened across the institution during this period. In **2020**, the University expanded **Unconscious Bias Training** to include **Affirmative Action policies**, and launched the **President's Advisory Council on Equity, Diversity, and Inclusion**. The **Anti-Black Racism Framework and Action Plan**, released in **Fall 2021**, provided a clear roadmap for institutional transformation.

In **May 2023**, York launched its comprehensive **Decolonizing, Equity, Diversity, and Inclusion (DEDI) Strategy**, embedding DEDI principles into governance, operations, teaching, and culture.

Faculties played a critical role in advancing this work. **EUC** implemented a **Black Inclusion Action Plan (2020–2025)**, which resulted in new Black faculty hires, dedicated scholarships, and culturally responsive curriculum practices. The **Faculty of Education** appointed a **Special Advisor on Anti-Black Racism and Black Inclusion**, restructured its governance model to embed EDI, and launched a mentorship program guided by equity and reciprocity principles.
FGS amended the mandates of all standing committees in **2024** to explicitly require the integration of DEDI principles, aligning graduate governance with institutional values. The **Faculty of Health** formalized DEDI through a dedicated committee structure, and **Glendon** embedded Indigenous reconciliation and EDI into hiring practices and public art projects that reflect diverse cultural narratives.

Supporting Mental Health and Well-being

Recognizing the importance of mental health and well-being, York established a **Well-Being Strategy Working Group in December 2021**. Following community engagement and consultation, the **pan-university Well-Being Strategy** was launched in **Fall 2022** and fully completed in **October 2024**.

In support of flexibility and work-life balance, York introduced a **Hybrid Work Policy in September 2022**, supporting a more inclusive and adaptive workplace culture.

Faculties also demonstrated leadership in well-being initiatives. **EUC** implemented a **Staff Strategic Change Process** grounded in trust, empowerment, and collegiality. **FGS**, in celebration of its **60th anniversary**, hosted community-building events and launched a digital archive to foster belonging among graduate students and alumni. **LA&PS** expanded wellness programming and invested in **mental health training for staff**, while the **Faculty of Science** focused on re-establishing in-person student engagement and support through its post-pandemic **Community 2022 initiative**.

Key Highlights

Anti-Black Racism Framework and Action Plan (2021): First institution-wide roadmap to address anti-Black racism.

York's Decolonizing, Equity, Diversity & Inclusion (DEDI) Strategy (2023): Embedded equity, decolonization, and inclusion into York's governance, operations, teaching, and research through a pan-university framework.

Well-Being Strategy (2024): Developed through wide consultation, the pan-university strategy underpins institutional wellness programming for students, faculty, and staff. It continues to shape HR policy, service design, and culture.

Living Well Together

2020-2025 Performance

INCREASED PERFORMANCE ACROSS MAJOR RANKING BODIES	2020	▲ / ▼	2025
Times Higher Ed World University Ranking	401-500	—	401-500
Times Higher Ed Impact Ranking	40th	▲	35th
Qs World University Ranking	511-520	▲	362
Maclean's Comprehensive Rank	8th	▲	5th

SPACE UTILIZATION

+9.2% classrooms

+3.6% offices

+3.3% research labs

EMPLOYMENT EQUITY 2024

+1.3% women

-17.9% Indigenous

14K+ employees attended DEDI training

+19.2% racialized

+16.7% persons with disabilities

+16.3% 2LGBTQS+

LIFTED & SHIFTED 6 ADMINISTRATIVE FUNCTIONS

- General Accounting
- Accounts Payable
- Pension and Benefits
- Expense Reporting
- Accounts Receivable
- Payroll and Records

TECHNOLOGY ENHANCED LEARNING

77 hyflex classrooms

9 Hyflex light classrooms

43 classrooms renovated

Years Recognized:
2013 to 2025

Years Recognized:
2024 to 2025

30 Data sources: Office of Institutional Planning & Analysis, Employee Self-Identification Survey, Campus Services & Business Operations, Archibus Data, Vice-President Finance & Administration

YORK U

Answering the Call

UNIVERSITY-WIDE CONTRIBUTION TO SUSTAINABLE DEVELOPMENT GOALS

York University is already recognized as an international leader in SDG-relevant research, teaching, partnerships, and campus practices. Over the past 5 years, we challenged ourselves to deepen this work, and to track and report on our contributions. The SDG Challenge galvanized our community in coming together to engage critically with the SDGs and to take meaningful steps, both small and large, toward a more just and sustainable future (Answering the Call).

1 NO POVERTY

Host of the **Canadian Observatory on Homelessness**

2 ZERO HUNGER

30+

programs relevant or related to SDG 2

3 GOOD HEALTH AND WELL-BEING

2,300+

Health Graduates in 2023

4 QUALITY EDUCATION

100+

SDG projects in Project Commons

5 GENDER EQUALITY

56%

of York community members identify as female or not male

6 CLEAN WATER AND SANTITATION

77

water refill stations and 200 water fountains on campus

7 AFFORDABLE AND CLEAN ENERGY

4+

Canada Research Chairs engaged in sustainable energy solutions research

8 DECENT WORK AND ECONOMIC GROWTH

FREE

legal clinics for small business owners and start-ups

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

$86.3M

revenue generated by YSpace supported start-ups

10 REDUCED INEQUALITIES

HOME

to the Centre for Refugee Studies. One of the world's premiere institutes for migration studies.

11 SUSTAINABLE CITIES AND COMMUNITIES

200+

public event days for music, drama, and other performing arts (2023-2024)

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

58.5%

waste diversion from landfills

13 CLIMATE ACTION

12

consecutive years as one of Canada's top 100 greenest employers

14 LIFE BELOW WATER

1ST

in Canada to offer Disaster & Emergency Management (BA,MA,PhD)

15 LIFE ON LAND

HOME

to the Indigenous Climate Change Futures Project

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

7

Osgoode Hall supported free legal clinics

17 PARTNERSHIPS FOR THE GOALS

300+

active Global Partnerships

Areas for Improvement

As we plan for 2025-26, it is important to celebrate our successes. Equally important is an assessment of areas that require additional focus. This section identifies specific areas for improvement based on an evaluation of 2024-25 year-end results. This report highlights the quantitative metrics from the Measuring Success Report, emphasizing areas with a decline in performance. Additionally, it incorporates our Strategic Mandate Agreement Performance results.

21ST CENTURY LEARNING

Enrolment	Total enrolment has declined by 4.8%, from 55,826 in 2020-21 to 53,131 in 2024-25. It is projected to decline further to 51,557 in 2025-26.
Domestic Undergraduate Employment Rate in a Related Field (2 Years)	From 2020-21 to 2022-23, employment outcomes exceeded targets, while in 2023-24 and 2024-25, performance fell just below target at 99.33% and 99.36%, respectively.
Graduation Rate (7 Years)	Graduation rate has varied from 68.42% in 2020-21 to 67.19 % in 2021-22, peaking at 70.72% in 2022-23, and declining to 69.43% in 2024-25.
Community/Local Impact	Between 2020-21 and 2023-24, domestic enrolment targets for the proportion of students relative to Toronto's population were not met, with results at 98.76% and 99.95%, respectively, highlighting ongoing challenges. In 2024-25, York exceeded its target, achieving 101.76%

KNOWLEDGE FOR THE FUTURE

Research Grant Success Rate	Over the last five fiscal years (2020-21 to 2024-25), the success rate of faculty funding applications decreased from 71.2% to 41.5%, falling below the 50% target.
Research Revenue Attracted from Private Sources	Since 2021-22, target has not been met, achieving 143.76% in 2021-22, then declining to 95.28% in 2024-25, falling below both sector and comprehensive tier averages.

FROM ACCESS TO SUCCESS

Undergraduate Application Conversion Rates-Offer to Acceptance	Undergraduate (domestic) Offer-to-Acceptance rate declined from 22.5% in 2020-21 to 18.3% in 2024-25.
Graduate Application Conversion Rates-Offer to Acceptance	Graduate (domestic and international) Offer-to-Acceptance rate declined from 63.5% in 2020-21 to 60.4% in 2024-25.
Total International Student Population	International student population decreased from 19.2% in 2020-21 to 16.5% in 2024-25, with a further decline expected to 14.9% in 2025-26.
First-Generation Students	The percentage of first-generation students at York has dropped from 18.5% in 2021 to 12.7% in 2024.
NSSE Scores: Quality of Interactions, Educational Experience, Learning and Collaborating with Peers	Performance remains steady but is below the Ontario average across all observed years (2014, 2017, 2020, and 2023).

Education Keeps Changing

Factors Driving Potential Futures of Higher Education

Technological Factors

Current innovations such as AI-enabled collaboration tools and adaptive learning technologies are already reshaping the design and delivery of university education. However, the next decade is expected to bring even more significant changes. Although generative AI is currently receiving much of the attention, it is the convergence of artificial intelligence, machine learning, advanced connectivity, sensor technology, cybersecurity, predictive simulation, augmented and mixed reality, and other technologies that will enable deeper transformations in education and throughout society.

A concrete example is Digital Twins. Digital Twins are real-time virtual representations of physical objects, systems, or processes that interact with their real-world counterparts. They are already in use in fields such as health care, engineering, and city planning, and their applications are expected to expand rapidly across all sectors including higher education. Digital Twins may impact learning across all fields of study by enabling immersive, personalized, and context-responsive educational experiences. Students will be able to interact with dynamic environments that replicate real-world conditions, supporting deeper engagement and applied learning.

As these technologies advance, the boundaries between remote, in-person, and hybrid education are likely to blur. Higher education will not only operate within this new landscape but will be fundamentally reshaped by it.

Political and Economic Factors

Expertise is contested. Growing polarization, declining trust in institutions, and the rise of populist movements in many liberal democracies are reshaping the landscape for universities. The legitimacy of academic expertise and research is increasingly challenged, with governments and political actors at various levels scrutinizing curriculum, research priorities, and institutional values to assess alignment with political or ideological agendas.

Education costs continue to rise even as competing societal needs demand attention. Pressures related to public health, climate change, global conflicts, demographic shifts, and supply chain volatility are straining government budgets. As a result, universities are navigating an increasingly complex financial environment both in Canada and internationally.

In the context of reduced autonomy and fluctuating public support, institutions may be required to more explicitly demonstrate the relevance and public value of their academic offerings. Making the case for higher education as a critical contributor to economic resilience, civic engagement, and social progress is becoming a central part of institutional strategy. This may include changes such as aligning research and teaching with urgent societal priorities, expanding community and industry partnerships, adopting experiential and work-integrated learning models, and engaging more proactively in public discourse and policy debates.

Social Factors

Shifts in skills and evolving work roles – driven by ongoing digital transformation – are already visible and expected to intensify across all sectors of the economy in the years ahead.

Navigating a future in which roles, required competencies, and work arrangements shift frequently, and where individuals engage in lifelong learning, will require universities to adopt more flexible and responsive practices. This includes building systems that support continuous learning and reskilling, often in close collaboration with industry, government, and community partners.

These changes may unfold along at least two key dimensions: the development of more distributed learning ecosystems, where universities function as one of many interconnected learning hubs; and the increasing modularization and portability of learning, allowing individuals to access stackable credentials that are responsive to labour market needs and aligned with evolving societal expectations for equity, inclusion, and civic engagement.

33 Data Source: OIPA Foresight Analysis

Looking Ahead

Our external strategic environment is characterized by volatility, uncertainty, complexity, and ambiguity (VUCA). The situations we face today are open-ended and seemingly intractable. While the specifics of our future strategic environment—both in the medium and long term—cannot be predicted with accuracy, our potential futures can be anticipated, prepared for, and, to a degree, shaped.

Although it is impossible to predict the exact sequence and timing of technological advances, it is almost certain that our future will be one of digital transformations, occurring both inside and outside traditional higher education institutions. For universities, some of the most significant tech-enabled changes may include:

- New approaches and tools for assessing, credentialing, and validating the acquisition of knowledge and skills.
- Ever-expanding access to high-quality learning resources, a growing array of learning and research platforms and tools, and the evolution of distributed learning ecosystems.
- New delivery models and learning methods enabled by AI, advanced analytics, mixed reality technologies, and 'smart' built environments.

At the same time, Canada's broader innovation and education ecosystem is navigating reputational challenges that extend beyond universities. Recent federal policy shifts, visa processing constraints, and public discourse around artificial intelligence and national competitiveness have collectively affected Canada's global standing as a destination for talent, research, and study. These dynamics add another layer of complexity to the environment in which universities must operate, shaping both perceptions abroad and the opportunities available for collaboration and growth.

To truly thrive in a VUCA world, universities must recognize that while their core purposes may remain strong and true, their strategies and strategic operating models will need to support flexibility, adaptability, and anticipatory innovation.

Looking Ahead

What to expect over the next 5 years

Artificial Intelligence and the Future of Knowledge	Artificial intelligence is reshaping how universities create, curate, and share knowledge. Institutions that invest in AI infrastructure and build literacy across disciplines will be better positioned to lead in research, teaching, and innovation. Those that lag risk falling behind more agile, AI-enabled competitors.
Escalating Financial Pressures	Persistent government funding freezes and rising labour costs are straining operational budgets.
Volatile International Enrolment Trends	International enrolment impacted by visa processing delays and the imposition of visa cap, limiting ability to meet international demand.
Competition in Domestic and International Markets	Increasing competition from both traditional institutions and emerging online education platforms, expanding choices for students.

Global uncertainties that could have profound impact over the next 20 years

Global Instability and Uncertainty	Economic uncertainties in key international student markets leading to shifts in demand and enrolment unpredictability.
Geopolitical Interdependencies	Global relationships continue to evolve in unpredictable ways and will affect the flow of information, technology, talent, and learners.
Societal Expectations	Universities may face growing demands due to urgent issues like the climate crisis and the need for affordable healthcare.
Rising importance of Capability Building	Possible expansion of higher education models and providers, shifting toward modular learning options that may challenge the role of multi-year degree programs.
Increased Accountability	Growing demand for universities to practice accountable leadership in their operations to effectively manage public funds and deliver high-quality education.

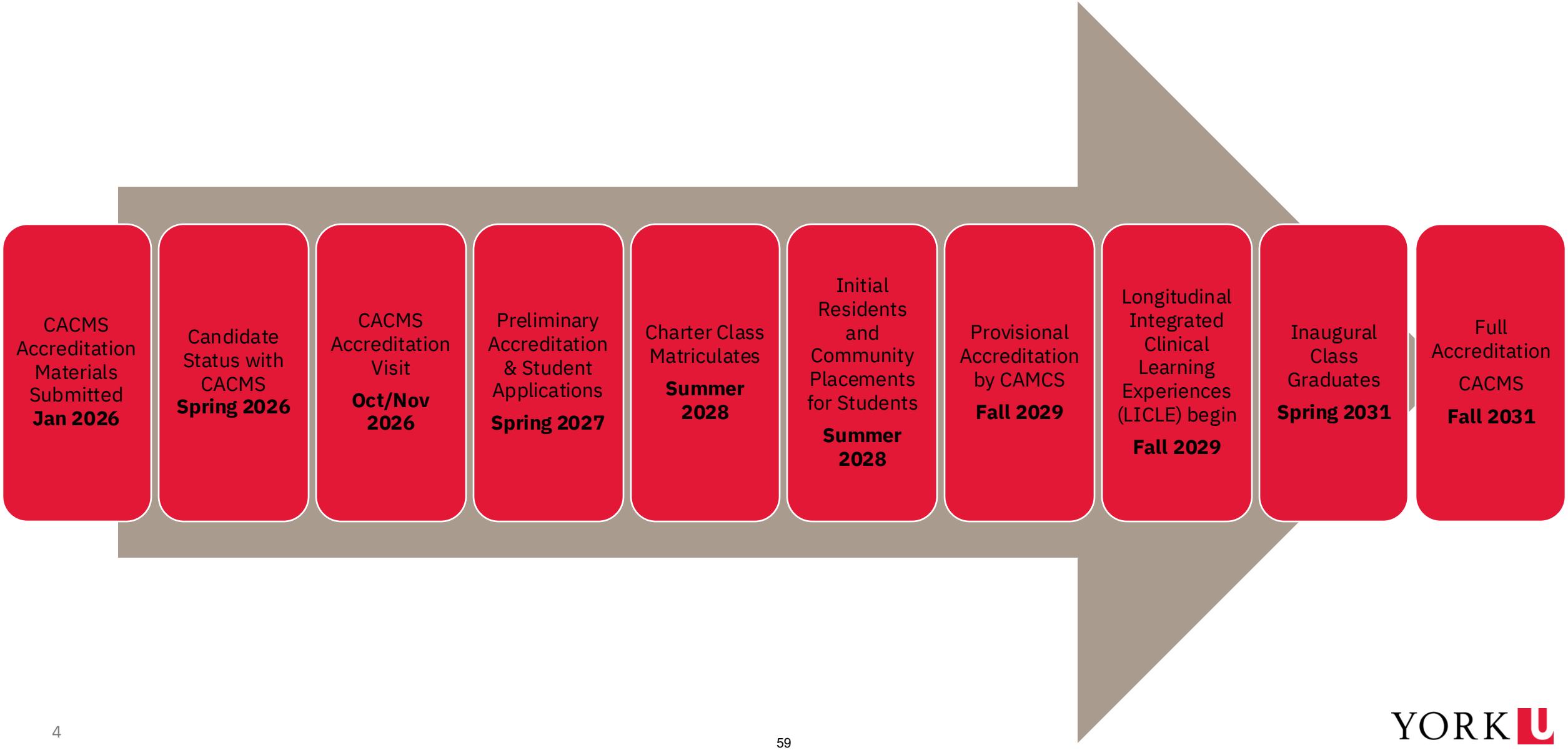
YORK UNIVERSITY SCHOOL OF MEDICINE: APPRC UPDATE

October 16, 2025

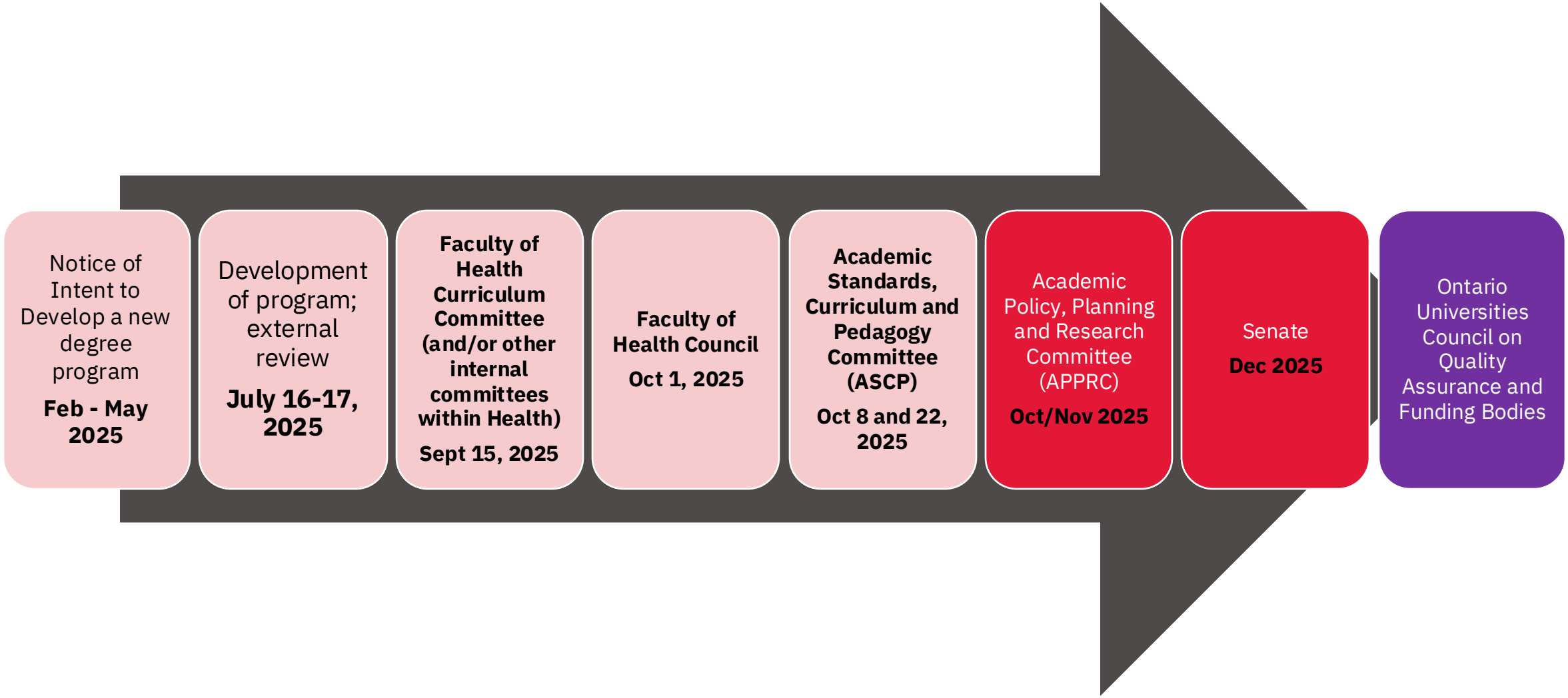
Key Updates on School of Medicine Progress Since Senate Approval to Establish a School of Medicine

1. Board of Governors approve establishment of a School of Medicine as a part of the Faculty of Health (June 2025)
2. Positive external review of MD curriculum (July - August 2025)
3. School of Medicine Strategic Plan completed (August 2025)
4. MD program curriculum approved by Faculty of Health (September 2025)
5. Council of Ontario Faculties of Medicine begins planning for collaborative expansion of primary care training (Draft guidelines prepared by York and TMU) (September 2025)
6. Governance structures established and capacity needs estimated for partners in the Integrated Community-based Learning Network in York Region (where much of teaching will occur). Developing plans with partners to extend to Collingwood and Muskoka/Algonquin.

Accreditation and Operational Milestones



Approval Process of the New MD Degree Program



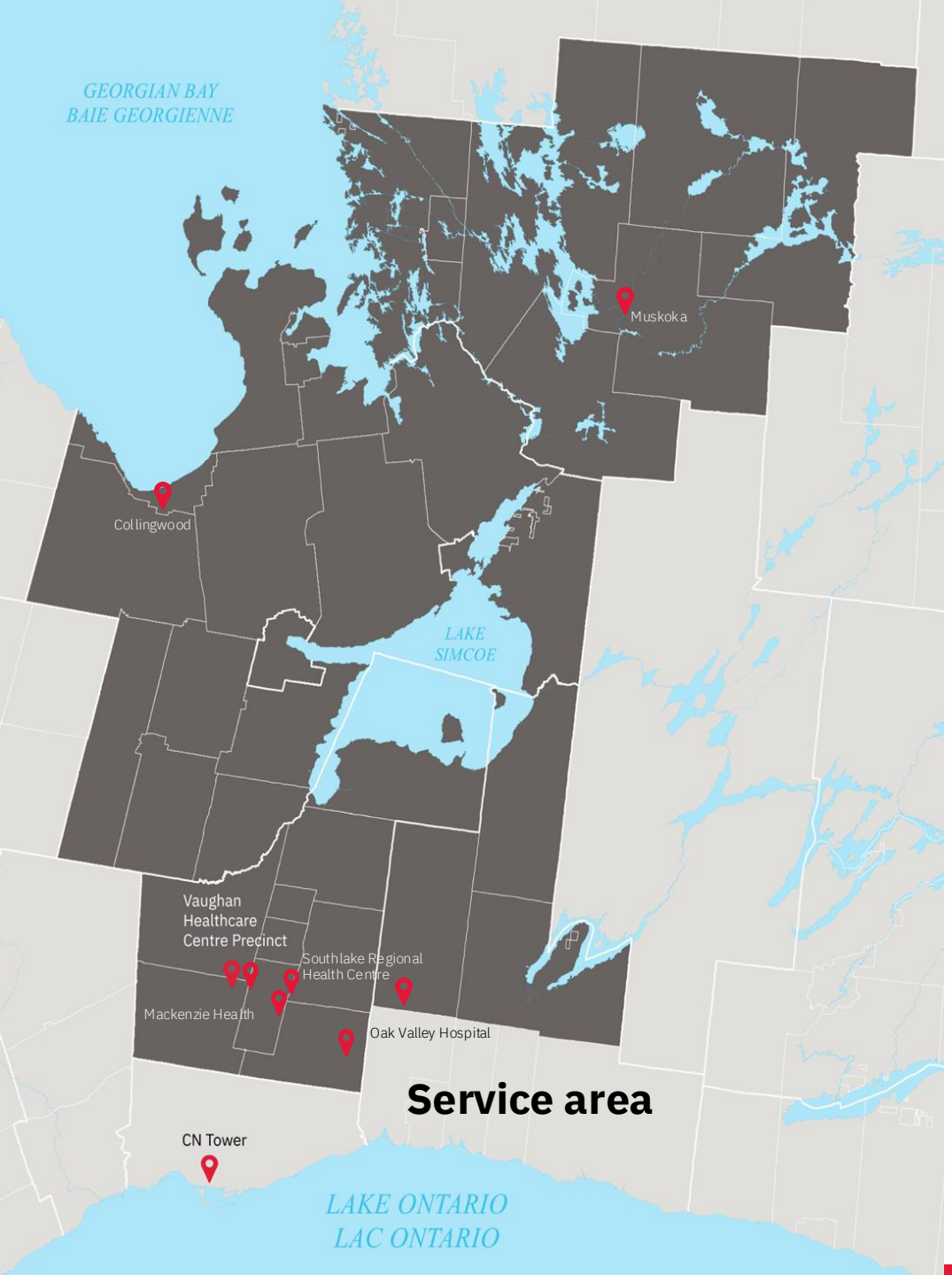
Quick facts

- **Opening Summer 2028** beginning at Keele campus
- **Three-year MD program** (2nd in Ontario, modeled after leading international programs)
- 80 undergraduate learners/year -- **240 at steady state**
- 102 postgraduate learners/year -- **>300 at steady state**
- **Prioritizing primary care and generalist specialties**
  - family medicine, psychiatry, pediatrics, general internal medicine, obstetrics & gynecology, surgery, geriatric medicine

The School of Medicine Mission

The School of Medicine educates clinically excellent, person-centred physicians to deliver high-quality, community-based primary and generalist care, grounded in social accountability, interprofessional collaboration, and immersive learning.

In parallel, the School advances research and discovery that improves lives and strengthens health systems.



York University School of Medicine Partners

Our primary service areas are **northern Toronto, York Region, Simcoe County, Muskoka**, as well as adjacent rural areas.

Founding partners are **Mackenzie Health, Southlake Health, and Oak Valley Health**, their respective Ontario Health Teams, and the Indigenous Primary Health Care Council.

Update on Research & Innovation

Presentation to
Academic Policy, Planning and Research Committee
October 2, 2025

AMIR ASIF, VICE-PRESIDENT RESEARCH & INNOVATION

YORK U

Agenda

- Sector Partnerships Advancing Research, Innovation and Talent
- Upcoming Event Reminder-
  - Industry Thought Leadership Events
  - Gairdner Lectures

Sector Partnerships Advancing Research, Innovation and Talent

Cultivating Research Partnerships

- Strengthen York's research visibility through private-sector partnerships in Semiconductors, Digital Technologies, Life Sciences, and Automotive
- Increase funding and commercializable IP from private-sector grants and matching funds
- Build long-term collaborations, develop talent pipelines, and create career opportunities for students
- Expand research projects that drive technological innovation

York's CD3 – Additive & Smart Construction event

Engaging with industry to secure research, commercialization opportunities for York researchers across York Faculties and campuses

Driving Innovation Partnerships:

We continue to enhance the visibility and impact of York's research by strengthening innovation partnerships across Semiconductors, Digital Technologies, Life Sciences & Medtech, and Automotive sectors.

Over the summer, we hosted a series of partnership events and networking sessions to explore deeper collaborations, including:

- **BD Canada**
- **National Research Council Canada:** Research partnerships, digital health technologies for SoM, and SME support
- **EllisDon:** CD3 Additive & Smart Construction initiatives – Talent & Technology
- **Hong Kong Trade & Development Council**
- **Ontario Centre of Innovation:** Driving innovation and commercialization of health technologies
- **Siemens Canada:** Digital twin initiatives and academic collaboration
- Various meetings supporting SoM, including **AstraZeneca and Humber River**

BD Canada

Nursing: Strengthen connections with hospitals and clinical practice

VR & Obstetrics: Planned discussion with Advanced Patient Monitoring team

Medication Management Solutions: Explore potential equipment for nursing

Education & Training: Certification and professional training opportunities

Research: Data analysis on patient outcomes

Experiential Learning & Workforce Development:

16-month internship program and career exposure series connecting students with professionals

Support curriculum development

BD presence on campus and/or co-branded workshops on specific topics

Goal: Progress toward a long-term partnership agreement

“Everyone was energized by the visit and brimming with ideas.”

“Everyone thinks they would like to continue conversations with YorkU.”

CD3 – Additive & Smart Construction – Talent and Tech

Future-Proofing Canada's Built Environment: Talent, Climate-Smart, Tech-Driven Solutions

June Meeting:

Co-hosted with Lassonde, featuring external panelists and industry guests
Discussed the future of Canada's construction industry
Showcased the Climate Data Driven Design (CD3) facility

Key Outcomes:

- Plan to make the event annual, with a renewed focus on environmental factors affecting infrastructure aging
- EllisDon National Campus Recruiter to visit Lassonde in September
- Follow-up workshop by Lassonde to address industry needs
- Lassonde developing a Master's program in Digital Twins for the Built Environment
- Exploration of research collaborations, including potential NSERC Alliance grant
- Lassonde participation in Ontario Centre of Innovation (OCI) future construction event

York's CD3 – Additive & Smart Construction event

Follow Up from OCI Signing

Planning Meeting with OCI Team: York/OCI Digital Health & Life Sciences Innovation Hub

Objectives:

- Develop the **Digital Health & Life Sciences Innovation Hub**
- Foster **collaborative research**: AI development for clinical research supporting Health (Informatics), Science, and Lassonde (MedTech)
- Build a **robust innovation ecosystem** with strategic partners
- Advance **strategic initiatives** supporting SoM, OHTs, MoH, industry, and global partners
- Collaborate with **VL MedTech Lab**

Next Steps:

- Meeting at York followed by a tour of the Sherman Health Research Center or Faculty of Health
- Visit Nursing Simulation Lab and York facilities focused on Stem Cell and Oncology research

Rhonda Lenton (York University) and Claudia Krywiak (President and CEO, Ontario Centre of Innovation)

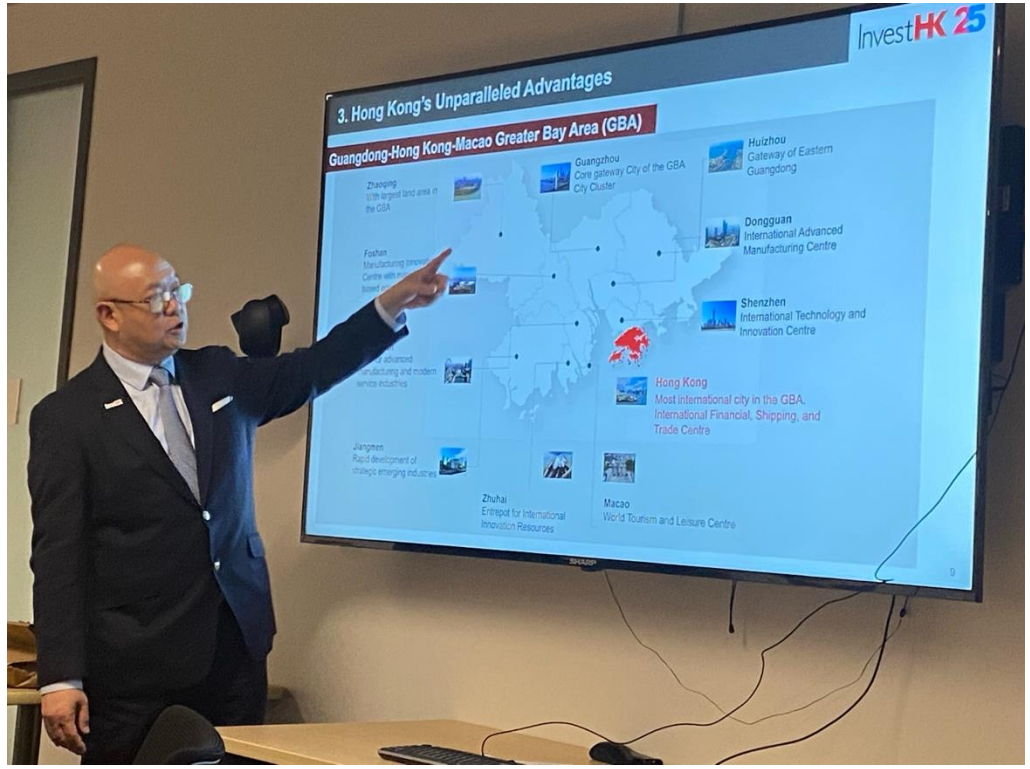
Outcome from Hong Kong Trade & Development Council Visit

InnoHK– Large Funding opportunity for Energy, Advanced Manufacturing and Materials Research–

Outcome –Researchers expressed interest in exploring funding programs and applying with a comprehensive application

Will host an information session with Program Lead from HK.

Opportunities for Advancement –exploring fundraising opportunities for the SoM.



Outcome – Ongoing discussions with Invest HK to look at research funding, exchange programs and collaboration.

Upcoming Research Events

Industry Thought Leadership Events

Plans to stage a series of thought leadership events on the role of Academia in Nation Building Initiatives. Topics will align with new nation building initiatives – technology, innovation, investment, healthcare, economic growth, talent to support our nation building aspirations.

Events reflect efforts to:

- Identify alternative revenue sources by forging ties with industry
- Increase funded research projects that lead to technology innovations across multiple faculties
- Forge deeper long-term large research collaborations.
- Focus on STEM sectors attracting capital investments – AI, Semiconductor, Life Sciences, Computing, Digital Technologies and Energy
- Align York's programs and curriculum with the needs of the industry partners

- **Position York to participate and engage with industry in new investment opportunities.**

Industry Thought Leadership Events

Date	Panel Discussion	Topic	(Proposed) Speakers / Panelists (TBC)
Fall (October) 2025	What is the role of Academic Institutions in Nation Building Initiatives?	**Catalysts of Capacity: Academia's Role in Transforming Canada's Economy: Strengthening Canadian Industry Through Research and Talent**	• Giles Gershon- President, TRBOT • Alain Franc – Director, Conference Board Canada • Ben Bergen – President, CCI?? • Rhonda Lenton or Lisa Phillips York U?? • Stewart Cramer Chief Manufacturing Officer - Ngen???
Winter (February) 2026 - tentative	Directly addressing the link between national capacity, jobs, the growth in population and healthcare-driven innovation.	**One Nation, One Future: Academia's Role in Building a Healthier, Stronger Canada**	• Ivy Parkes, President, BD Canada • Peter Bak, CIO, Humber River Hospital • Mary-Agnes Wilson, Interim CEO, Mckenzie Health • David Peters – Dean, Fac. Of Health • MoH Bureaucrat???
Summer (June) 2026 - tentative	Developing and commercializing Canadian digital technologies to advance Digital Infrastructure Projects	**Securing Canada's Digital Industrial Future: Universities as Engines of Economic Transformation**	• Guy Dulude – Siemens Digital Industries • Brandon Nilson, CIO & SVP, Digital & Data Engineering • Hugh Chow, CEO VentureLab • NRC Rep.??? • Jane Goodyer – Dean, Lassonde??

2025 York Gairdner Lectures

gairdner
LES PRIX CANADA GAIRDNER AWARDS

Annually, York University takes part in the Gairdner Foundation National program by hosting the York Gairdner Lecture. The program brings high-profile laureates of the prestigious Canada Gairdner Awards to the Keele Campus to present a Gairdner Lecture to faculty, postdoctoral Fellows and graduate students.

Tuesday October 21, 1:30pm-4:00pm, Dr. Robert Everett Senate Chambers, 940N Ross Building
Featuring Lectures from 2025 Canada Gairdner International Award Winners:

Dr. **Iva Greenwald, Ph.D.**: Da Costa Professor of Biology, Department of Biological Sciences, Columbia University; Professor of Biochemistry & Molecular Biophysics, Columbia University's Vagelos College of Physicians and Surgeons

Dr. **Gary Struhl, Ph.D**.: Herbert and Florence Irving Professor at the Zuckerman Institute; Professor of Genetics and Development, Columbia University's Vagelos College of Physicians and Surgeons.

Academic Standards, Curriculum and Pedagogy

Report to Senate

At its meeting of 23 October 2025

For Action

a. Establishment of a dual-degree option between the Schulich School of Business and the Esade Business School in Barcelona, Spain, for the BBA degree program, housed in the Schulich School of Business.

ASCP recommends:

That Senate approve the establishment of a dual-degree option between the Schulich School of Business and the Esade Business School in Barcelona, Spain, for the BBA degree program, housed in the Schulich School of Business, effective Fall 2026.

Rationale

The full proposal and supporting documentation are available at Appendix A.

As a reminder, in October 2023 Senate approved the closure of the International Bachelor of Business Administration (iBBA) degree program, effective F2026, with indications that international business would be integrated into the Bachelor of Business Administration (BBA) degree program and that BBA students would be provided opportunities to pursue an international business focus through partner institutions.

The proposal is to modify Schulich's existing undergraduate BBA degree program by adding a dual degree option offered between the Schulich School of Business and Esade Business School (Barcelona, Spain). This dual degree program will follow a 2+2 bidirectional format, enabling students to earn two degrees concurrently over four years. For students who begin their studies at Schulich, the program structure requires students to complete the first two years of Schulich's BBA curriculum before moving to Esade to complete years 3 and 4 of the Esade curriculum. Both schools took a bulk mapping or curricular matching approach whereby the grouping of courses was matched by content and learning outcomes. The curricular structure and requirements of both schools' programs have been compared through curricular mapping (see Appendices A-C in the full proposal) and are shown to be equivalent. Details of the curricular progression for each direction of the agreement compared with Schulich's existing standalone BBA requirements are shown in the table (see 1.1 of the proposal).

A fundamental criterion for selecting a prospective dual degree partner is the quality of

the partner institution and the alignment of its curriculum with Schulich's learning outcomes. Esade Business School holds the prestigious triple crown accreditation (AACSB, EQUIS, AMBA), a distinction achieved by only a select group of business schools worldwide, and is a member of the Partnership in International Management (PIM) Network to which Schulich also belongs. Esade's four-year undergraduate business degree aligns closely with Schulich's four-year BBA in terms of core curriculum and program learning outcomes. Further, Schulich and Esade have a long-standing institutional partnership for student mobility that dates back to 1993 and have exchanged students at the undergraduate level since 2002.

The proposed Schulich—Esade dual degree will not only further enhance the cooperation between our institutions, but will also leverage Schulich's respective brand association, reputation and academic excellence, and provide students with access to a unique opportunity to gain in-depth exposure to international business teaching and learning, while earning two degrees within four years. The comprehensive academic experience provided by both institutions will equip graduates with the knowledge and skills necessary for leadership roles in the global business environment.

Establishing the dual degree program closely aligns two of the Six Priorities for Action in York University's University Academic Plan (UAP 2020-25). It directly supports the priority of "Advancing Global Engagement" and the priority of "Diversifying Whom, What, and How We Teach."

The dual degree partnership will utilize the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

A summary of the consultations undertaken is included in the proposal.

Approvals: Schulich Faculty Council 6 June 2025; ASCP 24 September 2025.

b. Establishment of a dual-degree option between the Schulich School of Business and the Ecole Superieure des Sciences Economiques et Commerciales (ESSEC) Business School in France, for the BBA degree program, housed in the Schulich School of Business.

ASCP recommends:

That Senate approve the establishment of a dual-degree option between the Schulich School of Business and the Ecole Superieure des Sciences Economiques

et Commerciales (ESSEC) Business School in France, for the BBA degree program, housed in the Schulich School of Business, effective Fall 2026.

Rationale

The full proposal and supporting documentation are available at Appendix B.

The proposal is to modify Schulich's existing undergraduate BBA degree program by adding a dual degree option offered between the Schulich School of Business and ESSEC Business School in France. This dual degree program will follow a 2+2 bidirectional format, enabling both schools' students to earn two degrees concurrently over four years. For students who begin their studies at Schulich, the program structure requires students to complete the first two years of Schulich's BBA curriculum before moving to ESSEC to complete years 3 and 4 of the ESSEC curriculum.

Additional details of the proposal are as set out in the preceding proposal between Schulich and Esade.

Approvals: Schulich Faculty Council 6 June 2025; ASCP 24 September 2025.

Consent Agenda

c. Exemptions for the School of Medicine Undergraduate Medical Education Doctor of Medicine Program from four university policy frameworks, effective on Senate approval of the Doctor of Medicine (MD) degree program.

ASCP recommends:

That Senate approve exemptions for the York University School of Medicine Undergraduate Medical Education Doctor of Medicine Program from the following four university frameworks, effective on Senate approval of the Doctor of Medicine (MD) degree program.

- Academic Consideration for Missed Course Work
- Grade Reappraisal Principles
- Grading Scheme & Feedback
- Progression Requirements to Maintain Honours Standing

Rationale

The policies are attached at Appendix C and include yellow highlights showing the proposed revision in each policy document.

Academic Consideration for Missed Course Work Policy

Addition: "York University School of Medicine," under section 3, scope and application, to the *Academic Consideration for Missed Course Work Policy.*

ASCP – Report to Senate

The School will develop and implement its own comprehensive Attendance and Absence Policy, reflecting the distinctive structure of its three-year MD program. The School's policy will establish clear requirements for learner attendance, absence approvals, remediation, and progression, and is aligned with medical education accreditation standards.

Grade Reappraisal Guidelines

Addition: "For courses in the York University School of Medicine, students follow assessment and appeal procedures established within the Faculty of Health."

Other updates included placement of the framework in the university guideline template.

Students in the York University School of Medicine will be governed by distinct academic assessment and appeal procedures established in the Faculty of Health in alignment with accreditation standards. The Faculty of Health will need to approve regulations on Medical Student Performance Record which documents a learner's performance, and which is required for national residency match. The residency match is subject to strict timelines that are not compatible with York's petitions and appeals framework.

Grading Scheme & Feedback

Addition: "Courses in the York University School of Medicine (students follow grading and progression standards established for the School of Medicine, Faculty of Health."

Grading and progression standards for students at the York University School of Medicine will align with relevant accreditation standards and Faculty regulations.

Progression Requirements to Maintain Honours Standing

Addition: "MD" under excluded degree programs.

Students at the York University School of Medicine will be governed by the distinct progression standards established by the School of Medicine in alignment with relevant accreditation standards and Faculty regulations.

The framework will be updated with the Senate approved conversions from the 9pt to the 4pt grade scale when the new grading schemes policy comes into effect.

Approval: ASCP 8 October 2025

ASCP – Report to Senate

For Information

d. Minor Modifications

Health

- Updates to the graduate academic calendar - guidelines for acceptable formats of theses/dissertations, effective F2026 (ASCP 24 September 2025), for the following degree programs:
    - MA and PhD programs, Department of Kinesiology and Health Science
    - MScN and PhD programs, School of Nursing
    - MA and PhD programs, Department of Psychology
- Change to degree requirements for the MA Clinical Neuropsychology Stream, Department of Psychology, effective F2026 (ASCP 24 September 2025).
- Change to degree requirements for the MA Social-Personality Psychology, Department of Psychology, effective F2026 (ASCP 24 September 2025).
- Changes to course structure for the Clinical Psychology MA degree program, effective F2026 (ASCP 24 September 2025).
- Increase in the maximum number of credits, from 15 to 18, that a Faculty of Health student can enroll in during the Summer Session, effective Summer 2026, (ASCP 8 October 2025). The change applies to all undergraduate degree programs in the Faculty, as follows:
    - Global Health
    - Health Policy, Management and Digital Health
    - Health Studies
    - Kinesiology and Health Science
    - Movement and Health
    - Neuroscience
    - Psychology
    - Nursing

e. Other Information

ASCP Priorities

- ASCP transmitted its priorities for the 2025-2026 academic year to Senate Executive; the priorities document can be found in the agenda package under the Senate Executive report. Updates on the priorities will be provided to Senate later in the Fall and again in the Spring.

ASCP – Report to Senate

Implementation of Academic Consideration for Missed Course Work Policy

- At the last Senate meeting, ASCP informed members that the Office of the Vice-Provost Teaching and Learning (VPTL) and the Office of the University Registrar (OUR) were working together with University Information Technology Services to address issues raised by faculty members and students around the systems implementation of the Academic Consideration for Missed Course Work policy (the Policy). At the time, ASCP shared that the issues raised were either already addressed or in the process of being addressed but that the system corrections to the relevant tool would not appear until the next (October 1) eClass update.

  ASCP understands that the VPTL released communication to Associate Deans on September 29, on the operationalization of the Policy, for distribution. The communication addressed each operational issue/feedback received and the related improvement to the tool to address each identified issue. Additionally, a link to the userguide for absence reporting was included in the communication, along with assurances that students were receiving ongoing and updated communications from the OUR and the Division of Students.

  Since the October 1 update to eClass, the VPTL reports that no complaints or questions have been received from instructors or administrators.

  ASCP extends thanks and appreciation to the University Information Technology Services team for their quick response and collaboration with the OUR and VPTL to address feedback received and resolve the issues identified.

Deferred Examination Fees

- The University Registrar reported to ASCP that the Office of the University Registrar (OUR) is in the midst of consultations on deferred examination fees, with community members, including Faculty Councils and students, and that the implementation of such fees will not progress without further consultation and communication to all relevant parties.

  Charging an administrative fee, as is being considered by the OUR for deferred examinations, is not under the jurisdiction of ASCP.

  The current practice for deferred examinations, as provided on the OUR website, indicates that a deferred standing is a formal arrangement with the course director, requiring supporting documentation where applicable. Students must formally apply using the Final Exam/Assignment Deferred Standing Form. The form states that "it is Senate policy that normally, requests for deferred standing must be communicated within one week following a missed examination or the last day to submit course work". Based on correspondence and documentation in Secretariat files, it appears that discussions on deferred

standing, the Deferred Standing Form, and the reference to Senate policy on the Form, dates to 2008.

ASCP will seek further information on what the OUR is proposing; will review historical files on deferred standing and will report back to Senate on findings.

Notice of Motion

- ASCP will bring forward Notice of Motion to November Senate for two new proposed degree types: Master of Engineering (MEng), and Doctor of Medicine (MD); the proposed new degree types and degree programs will be presented for approval at the December Senate.

Joshua Thienpont
Chair, ASCP

Major Modifications Proposal

Faculty: Schulich School of Business

Department: n/a

Program: BBA

Degree Designation: Bachelor of Business Administration

Type of Modification: Modification of the existing Bachelor of Business Administration (BBA) to establish a dual degree option with Esade Business School. The existing standalone BBA degree will be maintained as an option. The establishment of the dual degree option aligns to the current curricular structure and requirements of the standalone degree.

Location: *(current campus and, if applicable, proposed)*: Keele Campus

Effective Date: Fall 2026 (program promotion & selection to begin in Fall 2025)

Approval Date at Faculty Council:

1. Overview

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

We propose to modify Schulich's existing undergraduate degree program by adding a dual degree option offered between the Schulich School of Business and Esade Business School (Barcelona, Spain). This dual degree program will follow a 2+2 bidirectional format, enabling students to earn two degrees concurrently over four years. For students who begin their studies at Schulich, the program structure requires students to complete the first two years of Schulich's BBA curriculum before moving to Esade to complete years 3 and 4 of the Esade curriculum. Both schools took a bulk-mapping or curricular matching approach whereby the grouping of courses was matched by content and learning outcomes. The curricular structure and requirements of both schools' programs have been compared through curricular mapping (see Appendices A-C) and are shown to be equivalent. Details of the curricular progression for each direction of the agreement compared with Schulich's existing standalone BBA requirements are shown in the table below:

ASCP Appendix A – Senate October 2025

Year Level	Existing Standalone BBA Requirements	Dual Degree BBA with Esade (Schulich Students)	Dual Degree BBA with Esade (Esade Students)
	At Schulich	***At Schulich***	***At Esade***
One	ECON 1000 3.00 Microeconomics for Managers	ECON 1000 3.00 Microeconomics for Managers	6 ECTS Microeconomics
	MGMT 1000 3.00 Introduction to Business	MGMT 1000 3.00 Introduction to Business	3 ECTS Integrative Consulting Project
	ACTG 2010 3.00 Introduction Financial Accounting I	ACTG 2010 3.00 Introduction Financial Accounting I	6 ECTS Accounting 1
	ECON 1010 3.00 Macroeconomics for Managers	ECON 1010 3.00 Macroeconomics for Managers	6 ECTS Macroeconomics in a Global Context 6 ECTS Economics for Strategic Decision Making
	OMIS 1050 3.00 Managing data for Business Decisions	OMIS 1050 3.00 Managing data for Business Decisions	6 ECTS Mathematics Applied to Business
	ACTG 2011 3.00 Introduction to Financial Accounting II	ACTG 2011 3.00 Introduction to Financial Accounting II	6 ECTS Accounting II
	MKTG 1030 3.00 Marketing Management	MKTG 1030 3.00 Marketing Management	6 ECTS Marketing I
	MGMT 1035 3.00 Global Business- Past, Present, Future	MGMT 1035 3.00 Global Business- Past, Present, Future	
	6 elective credits	6 elective credits	6 credits of Foreign Language courses
Two	ACTG 2020 3.00 Management Accounting Concepts	ACTG 2020 3.00 Management Accounting Concepts	6 ECTS Finance I
	SUST 2060 3.00 Business and Society	SUST 2060 3.00 Business and Society	3 ECTS Innovation for a Better World and Sustainability
	ORGS 2100 3.00 Individuals and Groups in Organizations	ORGS 2100 3.00 Individuals and Groups in Organizations	6 ECTS Organizational Behaviour
	FINE 2000 3.00 Introduction to Finance	FINE 2000 3.00 Introduction to Finance	6 ECTS Finance 1

	ORGS 2200 3.00 Organizations and their Environments	ORGS 2200 3.00 Organizations and their Environments	6 ECTS Organizational Theory: Structure and Organizational Culture
	ORGS 2050 3.00 Analyzing Data for Business Decisions	ORGS 2050 3.00 Analyzing Data for Business Decisions	6 ECTS Algorithmic Thinking and Programming 6 ECTS Descriptive Statistics and Probability 6 ECTS Statistics and Data Analysis for Decision-Making
	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	6 ECTS Operations 1
	9 elective credits	9 elective credits	3 credits of Electives 6 credits of Foreign Language 2
	At Schulich	***At Esade***	***At Schulich***
Three and Four	SGMT 3000 3.00 Strategic Management	4 ECTS (2.0 credits) Strategic Consulting Mindset 2 ECTS (1.0 credit) Strategic Analysis of a Company	SGMT 3000 3.00 Strategic Management
	21.00 credits of Schulich electives	6 ECTS (3.0 credits) Business Law 1 6 ECTS (3.0 credits) Business Law 2 6 ECTS (3.0 credits) Business Strategy in Action 6 ECTS (3.0 credits) Finance 2 6 ECTS (3.0 credits) Finance 3 3 ECTS (3.0 credits) Entrepreneurship 6 ECTS (3.0 credits) People Management	MGMT 1035 3.0 Global Business – Past, Present, Future 18.00 credits of Schulich electives
	12.00 credits of non-Schulich electives	6 ECTS (3.0 credits) Spanish 1 6 ECTS (3.0 credits) Spanish 2	12.00 credits of non-Schulich electives
	24.00 credits of electives (Schulich and/or non-Schulich)	37 ECTS (18.5 credits) of Electives	24.00 credits of electives (Schulich and/or non-Schulich)
Additional Requirements for Esade degree (in Yr 3 & 4)	*Not Applicable*	*6 ECTS (3 credits) Final Dissertation (Guided Study)** *20 ECTS (6 credits**) Compulsory Internship**	*6 ECTS(3.0 credits) Final Dissertation (SSB Guided Study)**

		*(**validated as 6.0 credits Work Placement toward SSB degree upper year electives)* **Counted as SSB electives*	*20 ECTS (6.0 credits) Compulsory Internship (SSB Work Placement)*** *(optional for SSB degree; validated as 6.0 credits Work Placement toward SSB degree if taken as SSB elective; See Appendix E)* **counted as SSB electives if taken toward SSB degree*
		Schulich students will complete York/SSB required 60 credits at Esade to fulfill Year 3 & 4 BBA degree requirements	*Esade students will transfer 60.0 credits from Year 1 & 2 toward York/SSB BBA degree requirements, and complete remaining 60 credits at York/Schulich in Year 3 &4*

Additional Terms of the Dual Degree Agreement:

- Credits earned at Schulich during the first two years will be transferred to Esade (see the table in Appendix F for the credit transfer arrangement), ensuring that coursework is recognized, and students can complete their degrees efficiently within four years.
- The financial structure mandates that students pay tuition fees to their home institution only, with reciprocity achieved through a balanced exchange of incoming and outgoing students.
- Each institution continues to govern the approved requirements for the degree it confers. Schulich manages degree audit to ensure that Schulich and Esade students meet the requirements to obtain a Schulich BBA degree; Esade manages degree audit to ensure that Schulich and Esade students meet the requirements to obtain the Esade degree. Schulich maintains its governance authority over its program and curriculum. Ongoing coordination between the schools will ensure that future proposed changes are reflected in the credit transfer arrangements according to curricular mapping.
- The learning outcomes of the existing BBA will remain the same for dual degree students. Through the dual degree structure, all BBA requirements will be satisfied while they benefit from additional electives such as an internship, a dissertation, and a two-year study abroad experience.

1.2 Provide the rationale for the proposed changes.

A fundamental criterion for selecting a prospective dual degree partner is the quality of the partner institution and the alignment of its curriculum with Schulich's learning outcomes. Esade Business School holds the prestigious triple crown accreditation

(AACSB, EQUIS, AMBA), a distinction achieved by only a select group of business schools worldwide, and is a member of the Partnership in International Management (PIM) Network to which Schulich also belongs. Esade's four-year undergraduate business degree aligns closely with Schulich's four-year BBA in terms of core curriculum and program learning outcomes. Further, Schulich and Esade have a long-standing institutional partnership for student mobility that dates back to 1993, and we have exchanged students at the undergraduate level since 2002. The history and strength of our partnership with Esade and the quality of the Esade Bachelor of Business Administration degree forms the basis of this proposal to develop a Schulich-Esade undergraduate dual degree.

The proposed Schulich—Esade dual degree will not only further enhance the cooperation between our institutions, but will also leverage our respective brand association, reputation and academic excellence, and provide students access to a unique opportunity to gain in-depth exposure to international business teaching and learning, while earning two degrees within four years. The comprehensive academic experience provided by both institutions will equip graduates with the knowledge and skills necessary for leadership roles in the global business environment

The establishment of the dual degree option in the BBA advances Schulich's reputation for being a "Global, Innovative, and Diverse" institution.

Global Presence/Impact/Footprint

The proposed program will align with Schulich's new internationalization strategy and maintain its position as Canada's Global Business School. This will increase the School's global presence through international partnerships by collaborating with renowned institutions on student exchanges, degree mapping and curriculum alignment that can yield higher ranking and sustain high education standards. Notably, Schulich will potentially be the first business school located in Toronto to offer a bi-directional undergraduate dual degree with a globally recognized partner institution. With the recent closure of the iBBA, this initiative offers a deep internationalization opportunity, enhancing the student's learning environment through innovation and diversity.

Innovative Approach/Framework

By partnering with globally recognized institution such as Esade, the dual degree program will drive further program innovation that will enhance overall student learning experience. The program will augment Schulich's academic offerings by incorporating three mandatory components from Esade: an internship, dissertation and study abroad experience. The internship will provide students a valuable real-world experience, enhancing employability and industry connections, while the dissertation fosters critical thinking, academic writing, and independent research skills. The study abroad

experience will immerse the students with new cultures that will broaden their perspective, allow them to navigate unfamiliar environments which will build resilience, flexibility and personal growth and improves cross-cultural communication abilities. All these benefits will prepare students to have innovative approaches in dealing with the complexities of global economy, providing students with rich experiential learning opportunities and competitive advantages in the international business landscape.

Diverse Ecosystem

By encapsulating the values of Schulich's global impact and innovative approach, it will cultivate a rich diversity throughout every aspect of the student's academic journey. The dual degree format will create a multicultural learning environment by adding diversity to upper-year classrooms that will encourage students to engage and learn with different perspectives. The program's appeal extends to top-tier, diverse students who might otherwise pursue their education outside of Canada, thereby enhancing the institution's ability to attract and retain global talent. Beyond the institution's expansion of its global network, students benefit from the opportunity to forge connections with peers from varied cultural and academic backgrounds which will create valuable international networks, which can prove instrumental in their future careers. Students will also undergo diverse teaching methods that will let them gain global perspectives.

By offering this dual degree program, Schulich will provide students with a competitive edge in the international business landscape while reinforcing its commitment to global education, innovative teaching, and diverse learning environments.

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

Establishing the dual degree program closely aligns with two of the Six Priorities for Action in York University's University Academic Plan (UAP 2020-25). It directly supports the priority of "Advancing Global Engagement" and the priority of "Diversifying Whom, What, and How We Teach." The establishment of the dual degree program in the BBA is part of Schulich's Integrated Resource Plan 2023-24 under section 1.1. It will support Schulich's strategic objectives, such as enhancing international education, fostering cross-cultural adaptability, expanding diversity, increasing global competitiveness and continued program innovation. It will also contribute to innovative teaching and learning approaches that will provide broader

[1] This can include the 2020-2025 University Academic Plan, the 2023-2028 Strategic Research Plan, the UN Sustainable Development Goals (SDGs), A Framework and Action Plan on Black Inclusion, the Indigenous Framework for York University, and other Faculty plans and frameworks.

skill sets and increased career opportunities, aligning with Schulich's commitment to student success through transformative and advanced educational excellence.

Above all, the dual degree program will significantly enhance Schulich's internationalization initiatives by attracting international students, equipping graduates for global careers, advancing global networks and establishing a strong international reputation, which will contribute to priorities within international rankings.

1.4 Provide a detailed outline of the changes to the program.
Also include an appendix of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

The proposed modification of the existing Bachelor of Business Administration program to a dual degree pathway is centered around four key elements: program structure, course load, course offerings, and degree requirements.

Within this dual degree framework, "Schulich students" are defined as those who begin their studies at Schulich and successfully complete the equivalent of Years 1 and 2 at Schulich. These students will then continue their academic journey at Esade, where they will complete Years 3 and 4 as part of the dual degree program.

Conversely, "Esade students" are individuals who start their studies at Esade and complete the equivalent of Years 1 and 2 at that institution. They will subsequently transfer to Schulich to fulfill Years 3 and 4 of their program.

Outlined below are the proposed changes to the program, to enable completion of the Schulich BBA and the Esade degree within this dual degree pathway (*detailed structure and requirements are included in the appendices*):

A. Academic Structure

Academic Calendar	Schulich Students	Esade Students
Year 1 & 2 (Semesters 1 to 4)	Schulich	Esade
Year 3 & 4 (Semesters 5 to 8)	Esade (with Summer internship)	Schulich (with Summer internship)

Under the current Bachelor of Business Administration (BBA) program, Schulich students complete a four-year curriculum entirely at Schulich's Keele campus in Canada. The proposed dual degree option introduces a new structure in which students will complete Years 1 and 2 at Schulich, followed by Years 3 and 4 at Esade Business School in Spain. Conversely, Esade students will undertake Years 1 and 2 at Esade and

then transfer to Schulich for Years 3 and 4. Over the course of four years, students from both Schulich and Esade will complete the academic requirements for each respective degree. This bidirectional exchange-based model enables students from both institutions to benefit from the academic strengths and global perspectives of each school.

B. Course Load

Note: *credit equivalency between Schulich/York credits and Esade ECTS credits is 1:2 (i.e: 3 credits = 6 ECTS)*

Schulich students participating in the dual degree program will be required to complete 120 ECTS credits (equivalent to 60 credits) during their two full academic years at Esade (Years 3 and 4). The curriculum for the upper years will also include mandatory internship and dissertation components. The course load will be distributed as follows:

- Years 1 and 2 (at Schulich): Students will complete 60 credits at Schulich, including all required core business courses and non-business electives at Schulich, as outlined in the Curriculum Overview Chart in the BBA Academic Handbook.

- Years 3 and 4 (at Esade): Students will complete 60 credits (120 ECTS) at Esade, including Strategic Consulting Mindset and Strategic Analysis of a Company courses, deemed to be equivalent to Strategic Management (SGMT 3000) in Year 3. This will also include compulsory courses and electives required by Esade, including a dissertation and internship. At the completion of Year 4, Schulich students will have satisfied the degree requirements for the Schulich BBA, including all core and elective requirements.

Esade students participating in the dual degree will be required to complete a minimum of 60 SSB/York credits during Years 3 and 4 at Schulich, following the Schulich BBA curriculum. Esade students will also have the option to complete work placement and guided study courses as upper year SSB electives, which will be recognized as equivalent to Esade's required internship and dissertation. The course load will be categorized as follows:

- Years 1 and 2 (at Esade): Esade students will complete 120 ECTS (60 credits) of required compulsory business courses, electives, and language courses at Esade, following the Esade curriculum for Year 1 and 2. These courses have been bulk mapped onto Schulich learning outcomes and either recognized as equivalent to Year 1 and 2 core or required to be taken in Year 3 at Schulich (see section C and appendices for detail). **More specifically, Esade students will be required to take the missing SB/MGMT1035 (Global Business - Past, Present, Future) core course in their 3rd year at Schulich.**

- Years 3 and 4 (at Schulich): Esade students will undertake select core business courses (SGMT 3000 & MGMT 1035), a guided study course, and Schulich and non-business electives at Schulich, as detailed in the Curriculum Overview Chart in the BBA Academic Handbook. The work placement (6.0 credits), which will be validated as the internship, can optionally be completed during the summer term and count toward SSB electives.

This framework guarantees that students from both institutions gain a well-rounded, internationally oriented business education, aligned with the high academic expectations and quality benchmarks of both Schulich and Esade.

C. Course Offerings

The dual degree pathway does not require any changes to SSB course offerings. Students completing the dual degree will complete academic requirements for both degrees based on the current course offerings at each institution, which feature an articulated selection of courses to ensure academic coherence, breadth, and depth of learning.

At Schulich: Esade students will enter Schulich at year 3 of the BBA. They will be considered to have completed the equivalent of SSB year 1 and year 2 BBA core courses during their first two years at Esade, except for MGMT 1035 (*Global Business – Past, Present, Future*), which is not offered at Esade. They will be required to complete the remaining SSB core business courses in Year 3, which is SGMT 3000 (*Strategic Management*) and MGMT 1035, as well as complete the required SSB electives and non-business electives during Year 3 and Year 4. Esade students will also have the option to specialize in one or two areas of concentration offered at Schulich. Where required to support the completion of the Esade degree requirements during their time at Schulich, Esade students can choose to complete a guided study course (toward the Esade dissertation requirement) and will be assigned a designated course instructor to supervise their guided study course, as well as a work placement course to satisfy the Esade internship requirement.

At Esade: Schulich students will complete Year 1 and Year 2 at Schulich, and transfer to Esade in Year 3. To fulfil their Schulich BBA degree requirements, they will be required to take Strategic Analysis of a Company and Strategic Consulting Mindset as equivalent to Strategic Management (SGMT 3000) at Esade in Year 3, along with the required Business and Non-Business electives, completing a minimum of 60 credits (120 ECTS) at Esade in Year 3 and 4. In addition, they will also concurrently fulfil the Esade degree requirements, by completing the compulsory courses, dissertation and internship, providing an enhanced course offering for Schulich students at Esade.

The enhanced course offerings mandated as part of the Esade curriculum include the internship and dissertation courses.

- *Internship Requirement*
  - A minimum of 450 hours is required.

- The internship should be undertaken during the summer term in either Europe or Canada. Prior to commencing the internship, students must submit the relevant details to the Associate Director of the Undergraduate Program at both Esade and Schulich for approval. Upon completion, students are required to provide all necessary evaluations to Esade and Schulich within the stipulated deadlines to ensure fulfillment of the dual degree requirements.
- To ensure consistency and alignment with Schulich's credit weighting for current work placement courses, the internship will be validated as 6.0 credits towards the Schulich degree (credited as upper year Schulich electives). Note: for Esade students at Schulich, credits will be counted toward the SSB degree only when the student chooses to pursue a credit-bearing work placement course at Schulich.
- Where required, Schulich will oversee and validate the work experience of its own students and must confirm to Esade that the internship meets Esade's standards regarding responsibilities and hours completed.

- Dissertation Requirement
  - The final dissertation is a mandatory requirement designed to demonstrate students' ability to apply the knowledge acquired throughout their studies. Candidates may choose to develop either a comprehensive business plan or address a research question pertinent to the field of Management.
  - The process entails the production of a substantive written document and culminating in an oral defense before an academic jury.
  - Oversight of the dissertation is the responsibility of the school providing the academic credit and must also comply with the project parameters specified by Esade.
  - To support the successful completion of the dissertation requirement, students will have access to tutors from both institutions.

An agreement will be established to facilitate credit recognition and ensure that all degree requirements from both institutions are fully addressed.

D. Degree Requirements

Students completing the Schulich-Esade dual degree must satisfy the degree requirements of both the Schulich BBA and the Esade BBA. No changes are being proposed to the Schulich BBA degree requirements, as students must continue to fulfil all current Schulich degree requirements to be awarded the Schulich BBA.

Specifically, students must satisfy the following requirements to obtain both degrees:

For the Schulich Bachelor of Business Administration (BBA) Degree:

- Students must successfully complete a minimum of 60 SSB credits at Schulich/York (residency requirement), in addition to 60 SSB credits (120 ECTS) recognized from Esade. All Schulich BBA core course requirements must be met either through recognition of equivalency (Year 1 & 2 for Esade students; Year 3 Strategic Management equivalent for Schulich students at Esade) or direct completion (Year 1 & 2 for Schulich students; SGMT 3000 and MGMT 1035 for Esade students).

- In total, students must complete 120 credits to meet the Schulich degree requirements, with a minimum cumulative GPA of 5.00.

For the Esade Bachelor of Business Administration (BBA) Degree:

- Students must successfully complete a total of 240 ECTs (equivalent to 120 credits), including all required Esade core courses, either through recognition of equivalency or direct completion. 60 credits must be completed at Schulich.

- Successful completion of a 450-hour internship and a bachelor dissertation.

All academic requirements must be fulfilled in accordance with the policies and timelines established by both Schulich and Esade.

1.5 Describe how students currently enrolled in the program will be accommodated.

a. Similar to the Peking Future Leaders program, students currently enrolled in the BBA program at Schulich will have the opportunity to apply to the Schulich-Esade dual degree in the Fall term of their Year 2. See "*Selection Requirements and Process*" in the Appendix.
b. Program promotion will be conducted for current students in advance of the application opening and the selection process will largely follow the same process established for use in the Peking Future Leaders Program.
c. Application and selection in Year 2 is anticipated to be the primary pathway into the dual degree; however, there will also be an option for direct entry into the Schulich-Esade dual degree.
d. In the case of direct entry, students must meet the international admission requirement to both Schulich and Esade.
e. SSB students will also need to meet the eligibility criteria of Esade to be admitted into the program.
f. Students will need to consult with advisors from both degree programs to create a coherent academic plan.

2. Learning Outcomes and Program Requirements

2.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.[2]

The Program Learning Outcomes will remain the same, with no modifications stemming from the Dual Degree option. *See attached BBA Program Learning Outcomes and Curriculum Map*

Goal 1: Core Business Knowledge & Understanding

Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary, integrative perspective.

Goal 2: Critical Analysis and Decision-Making

Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management or operational problems.

Goal 3: Professional Communication

Communicate business concepts clearly and effectively in various formats using appropriate technology.

Goal 4: Effective Teamwork

Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members.

Goal 5: Responsible Business and EDI

Identify and respond to ethical, social, environmental issues (including decolonization, equity, diversity, and inclusion) arising in business decision-making by interrogating assumptions about the role of business in society.

Goal 6: Global Perspective

Situate and compare issues and approaches to business decision-making in the global context.

[2] Ideally, a program would have 8-12 Program Learning Outcomes (PLOs) that reflect the program and demonstrate 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.

Overall BBA Program goal: Upon completion of this program, students should be able to assume positions of responsibility in management or management-related professions and to understand the moral and ethical responsibilities of business to society.

2.2 **If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations.**

A suggested template for mapping can be found as an attached appendix.

Not applicable. No changes to PLO's

2.3 **If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.**

A suggested template for curriculum mapping can be found as an attached appendix.

Not applicable. No changes to PLO's

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

Not applicable

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

Not applicable

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

Not applicable. No changes to admission requirements for Schulich BBA students

3. Teaching and Learning

3.1 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[3] and Program Learning Outcomes, as well as

[3] See Quality Council's definition of "objectives" on their website.

***the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree*.**

Not applicable

3.2 If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

Not applicable

4. Resources

4.1 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 dual degree partnership will utilize the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

5. Consultation

5.1 Summarize 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 as appendices.

We have consulted extensively with several stakeholders listed below:

- Detlev Zwick, Dean at Schulich
- Vinitha Gengatharan, AVP Global Engagement & Partnership at York
- Marcia Anisette, Vice-Provost Academic at York
- Emily Rush, Director, Academic Programs & Policy at York

- Kathryn Doyle, Director, Academic Affairs at Schulich
- Audrey Pyee, Associate Principal, Academic at Glendon
- Burkard Eberlein, Director, BBA/iBBA Programs at Schulich
- Farrokh Zandi, Associate Director, BBA Program at Schulich
- Mike Valente, Director, MBA Program at Schulich
- Ashwin Joshi, Associate Dean, Programs at Schulich
- Helen Balderama, Director, Global Engagement & Partnerships, York International
- Angela James, Director of the Centre of International Management at Smith School of Business, Queen's University
- Vincenzo Vinzi, Dean at ESSEC Business School
- Joan Rodon, Dean at Esade Business School
- Luba Pan, Director Student & Enrollment Services, SSIR
- Undergraduate advisors, Mariana Colalillo & Ana Hashim
- Undergraduate International Program Coordinator, Tina Fantin

a. Dean Detlev Zwick has expressed strong support for developing additional dual degree partnerships, highlighting the potential of collaborating with esteemed institutions like Esade and ESSEC. Dual degree development is also part of the Integrated Resource Plan and long-term strategy for business school. These partnerships are expected to enhance Schulich's profile, introduce European diversity into the BBA program, and maintain a global perspective following the closure of the iBBA. Such initiatives offer students the opportunity to deeply integrate into the international community.

b. Dr. Mike Valente and Dr. Farrokh Zandi have already had initial discussions with ESSEC's representatives, reviewing the program structure. Farrokh emphasized the value this partnership could add to Schulich's global business specialization, while Mike noted the unique research focus reflective of a European degree.

c. Dr. Ashwin Joshi and Dr. Giri Kanagaretnam have engaged with Esade's academic program management for initial introductions and program structure reviews.

d. Dr. Marcia Annisette, Vinitha Gengatharan, Emily Rush, Lindsay Hillcoat, Ann Welsh, and Helen Balderama met to discuss dual degrees and academic approvals. There was consensus around mapping learning objectives instead of credits to align with Senate preferences, and a general support and enthusiasm around deepening collaboration with strategic partners via the dual degree.

e. Dr. Audrey Pyee shared insights from the emlyon dual degree program regarding the admission process and challenges.

f. Dr. Burkard Eberlein and Dr. Giri Kanagaretnam have met with the Esade academic team to discuss various aspects of the program academic design and both have provided insights into the academic considerations on curricular mapping and possible challenges with facilitating the internship component required by the partner institutions.

g. Kathryn Doyle gave advise about the proposal process and timelines for approvals.

h. Mariana Colalillo, Ana Hashim, and Tina Fantin identified and addressed potential challenges within the student's study plan, as well as other student concerns.

5.2 Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

The Future Leaders program at Schulich has captured strong interest from students eager to develop global perspectives and leadership skills essential for today's rapidly evolving global business environment. This dual degree program, which enables students to study two years at Schulich and two years abroad, offers valuable academic and cultural immersion that resonates with student aspirations.

Similarly, exchange programs continue to gain popularity, with students increasingly seeking longer-term experiences beyond a single term to enhance their language abilities, cross-cultural understanding, and professional networks. This reflects a clear preference for extended exchanges and dual degrees, providing meaningful international exposure and strengthening career prospects.

Overall, these programs align closely with Schulich students' commitment to developing as globally minded, future-ready leaders. These programs are a direct response to student aspirations and the demands of a dynamic, international business environment.

5.3 Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the Office of Institutional Planning and Analysis (OIPA), Office of the Vice Provost Teaching and Learning, industry groups, accrediting bodies, etc.). Include as appendices statements/letters of support from the relevant units/groups confirming consultation and support.

Wide consultation both internal to Schulich and external to Schulich have been conducted. See section 5.1 for a comprehensive list.

APPENDICES[4]

Appendix A: Side-by-Side Academic Calendar Copy Comparison (1.4)

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

A. **Comparison of the existing Schulich BBA Program and proposed dual degree program requirements for outgoing Schulich students and incoming Esade students:**

Program components	Existing Schulich BBA Program Overview	Schulich and Esade Dual Degree BBA Program Overview	
		Schulich Students going to Esade	Esade Students going to Schulich
Structure & location	4 years of study at Schulich (Canada)	First 2 years at Schulich (Canada) then Year 3 and 4 at Esade (Spain)	First 2 years at Esade (Spain) then Years 3 and 4 at Schulich (Canada)
Course Load	A minimum of 60 credits in core courses and non-business electives must be completed in Years 1 and 2. ~~An additional 60 credits - including one core course and a combination of Schulich and non-business electives - must be completed, resulting in a total of 120 credits by the end of Year 4.~~	A minimum of 60 credits in core courses and non-business electives must be completed at Schulich during Years 1 and 2. Additionally, 120 ECTS (60 credits) in core, elective and language courses must be completed at Esade.	A minimum of 120 ECTS (60 credits) in core courses and electives must be completed at Esade during Years 1 and 2. Additionally, at least 60 credits in core courses and elective courses must be completed at Schulich.
Course Offerings	Schulich and York University faculty courses	Schulich, York University faculties and Esade	Schulich, York University faculties and Esade
Program Length	4 years	4 years	4 years
Degree Requirements	- 120 Schulich credits - Minimum 5.00 OGPA	Schulich BBA Degree Requirements: - Students must validate a total of 120 credits consisting of core,	Esade BBA Degree Requirements: - Students must complete a total of 240 ECTS

[4] Add more appendices as required. Curriculum mapping may be presented in a different way than demonstrated here; however, content still need to be covered.

		elective and non-business courses. - Minimum of 60 credits must be taken at Schulich/York to meet residency requirement - Minimum 5.00 OGPA Esade BBA Degree Requirements: - 240 ECTS (120 credits) in core, elective and language courses, including 20 ECTS in internship and 6 ECTS in dissertation	credits (equivalent to 120 SSB credits) - Completion of Dissertation (6 ECTS) and Internship (20 ECTS) - 120 ECTS will come from the 60 SSB credits completed at Schulich Schulich BBA Degree Requirements - A total of 120 credits, consisting of core, business and non-business electives - minimum of 60 credits must be completed at Schulich/York to satisfy the residency requirement - Minimum 5.00 OGPA
Degree/s Awarded	Bachelor of Business Administration from Schulich School of Business, York University	Bachelor of Business Administration from Schulich School of Business, York University and Bachelor of Business Administration from Esade School of Business	Bachelor of Business Administration from Esade School of Business and Bachelor of Business Administration from Schulich School of Business, York University

Appendix B: Bulk mapping of Schulich and Esade curriculum

SSB BBA		ESADE	
YR 1 & YR 2 CORE			
Microeconomics for Managers	**Economics**	Microeconomics	
Macroeconomics for Managers		Macroeconomics in a Global Context	
		Economics for Strategic Decision Making	
Marketing Management	**Marketing**	Marketing I	
Introduction to Business	**Management**	*No equivalent*	
Global Business - Past, Present, Future			
Intro to Financial Accounting 1	**Accounting**	Accounting I	
Intro to Financial Accounting 2		Accounting II	
Management Accounting Concepts			
Intro to Finance	**Finance**	Finance 1	
Individuals and Groups in Organizations	**Organization Studies**	Organizational Behaviour	
Organizations and their Environments		Organizational Theory: Structure and Organizational Culture	
		Social-Political Environment of Business	
Business & Society	**Responsible Business**	Innovation for a Better World	
Management Accounting Concepts	**OMIS**	Mathematics Applied to Business	
Analyzing Data for Business Decisions		Algorithmic Thinking and Programming	
Intro to Operations and Supply Chain Management		Statistics and Data Analysis for Decision-Making	
		Descriptive Statistics and Probability	
		Operations I	
N/A	**Other Yr 1 & Yr 2 core**	Law	Business Law I
			Business Law II
Other Core Requirements (Yr 3 & 4)			
Strategic Management		Integrative Consulting Project (Yr 2)	
		Exchange	
		Internship	
		Dissertation	

Appendix C: Detailed mapping of Schulich and Esade core courses

SSB BBA CURRICULUM							ESADE BBA CURRICULUM			
Course code	Year	Term	Course type	Schulich BBA Course Title	SSB CREDITS		Year	Course type	ESADE BBA Course Title	ECTS
SB/ECON 1000	1	Fall	Core	Microeconomics for Managers	3		1	Compulsory	Microeconomics	6
SB/MGMT 1000	1	Fall	Core	Introduction to Business	3		No equivalent course from Esade's Y1&2 (available in Esade's Y3)			
SB/ACTG 2010	1	Fall	Core	Introduction to Financial Accounting I	3		1	Compulsory	Accounting I	6
SB/ECON 1010	1	Winter	Core	Macroeconomics for Managers	3		1	Compulsory	Macroeconomics in a Global Context	6
							2		Economics for Strategic Decision Making	6
SB/OMIS 1050	1	Winter	Core	Managing Data for Business Decisions	3		1	Compulsory	Mathematics Applied to Business	6
SB/ACTG 2011	1	Winter	Core	Introduction to Financial Accounting II	3		2	Compulsory	Accounting II	6
SB/MKTG 1030	1	F/W	Core	Marketing Management	3		1	Compulsory	Marketing I	6
SB/MGMT 1035	1	F	Core	Global Business - Past, Present, Future	3		No equivalent course from Esade's Y1&2 (available in Esade's Y3)			
SB/ORGS 2100	2	Fall	Core	Individuals and Groups in Organizations	3		1	Compulsory	Organizational Behaviour	6
SB/FINE 2000	2	Fall	Core	Introduction to Finance	3		2	Compulsory	Finance I	6
SB/ORGS 2200	2	Winter	Core	Organizations and Their Environments	3		2	Compulsory	Organizational Theory: Structure and Organizational Culture	6
									Social-Political Environment of Business	
SB/ACTG 2020	2	F/W	Core	Management Accounting Concepts	3		1	Compulsory	Accounting I	6
							2		Accounting II	6
SB/SUST 2060	2	F/W	Core	Business and Society	3		1	Compulsory	Innovation for a Better World and Sustainability	3
SB/OMIS 2050	2	F/W	Core	Analyzing Data for Business Decisions	3		1	Compulsory	Algorithmic Thinking and Programming	6
									Descriptive Statistics and Probability	6
									Statistics and Data Analysis for Decision-Making	6
SB/OMIS 2010	2	F/W	Core	Introduction to Operations and Supply Chain Management	3		2	Compulsory	Operations I	
SB/SGMT 3000	3&4	Fall	Core	Strategic Management	3					
	3&4	F/W	*Elective*	*Schulich Electives (3000-4000)*	*21*					
	3&4	F/W	*Elective*	*Schulich Electives or Non-Business Electives*	*24*					
	3&4	F/W	*Elective*	*Non-Business Electives (outside SB, language courses)*	*12*					

Appendix D: Academic Plan at Schulich in Years 3 and 4 (*Esade Students at Schulich*):

Term	Course type	Schulich BBA Course Title	SSB CREDITS
F (Yr 3)	Core	Global Business - Past, Present, Future (Core)	3
F/W (Yr 3)	Core	Strategic Management	3
F/W	*Elective*	*Schulich Electives (2000-4000)*	*18*
F/W	*Elective*	*Schulich Electives or Non-Business Electives*	*18*
F/W	*Elective*	*Non-Business Electives (outside SB, language courses)*	*24*
Total SSB Credits			60

For Esade students wishing to concurrently complete the Esade degree requirements while at Schulich, the following courses case be taken and credited toward the Schulich elective requirement:			
F/W	*Elective*	Schulich Work Placement course/s (Internship); *typically completed in the Summer term*	6
F/W/S	*Elective*	Schulich Guided Study (Dissertation)	3

Appendix E: Academic Plan at Esade in Years 3 and 4 (*Schulich Students at Esade)*:

Year	Semester	Course type	Course Title	ECTS
3	5	Compulsory	Business Law I	6
3	5	Compulsory	Spanish I	6
3	5	Compulsory	Business Strategy in Action	6
3	5	Compulsory	Finance II	6
3	5	Elective	Strategic Consulting Mindset	4
3	5	Compulsory	Electives	2
3	6	Compulsory	Business Law II	6
3	6	Compulsory	Entrepreneurship	3
3	6	Compulsory	People Management	6
3	6	Compulsory	Finance III	6
3	6	Elective	Strategic Analysis of a Company	2
3	6	Elective	Electives	7
4	7 or 8	Compulsory	Spanish II	6
4	7 or 8	Compulsory	Final dissertation	6
4	7 or 8	Compulsory	Compulsory internship	20*
4	7 or 8	Elective	Electives	36*
Total ECTS				128*

*To ensure consistency and alignment with Schulich's current work placement credit weighting, we will transfer only 6.0 credits from the work placement (Compulsory Internship) toward the Schulich degree (counted as an upper year SSB elective). Schulich students at Esade will be required to complete additional 8 ECTS (4 credits; total of 18 credits/ 36 ECTS) of electives at Esade to validate the required 60 credits toward their Schulich BBA degree

Appendix F: Credit Transfer Arrangement

Esade uses the European credit system known as European Credit Transfer and Accumulation System (ECTS). Schulich recognizes ECTS to York credits on a 2:1 equivalency ratio:

ECTS	York/Schulich Credits
3	1.5
6	3
9	6
30	15

Each institution has agreed to transfer credits taken in Year 1 and Year 2 toward the degree requirements of the other. Generally, it is expected students will transfer the equivalent of 60 credits (120 ECTS) from their first two years of study. A degree audit will be conducted prior to year 3 to validate transfer credit.

Appendix G: Admission Requirements and Selection Criteria (1.5)

Below is an outline of the admission requirements and criteria for the Schulich-Esade dual degree:

OUTBOUND SCHULICH STUDENTS:

Year 2 Entry

A. Eligibility:
- Full-time Schulich BBA students who are currently in Year 2 of their program
- Complete at least 60 Schulich credits (120 ECTS) by the end of Year 2
- Must meet Esade's international student dual degree admission requirements
- Minimum GPA of 6 out of 9 in Year 1
- Maintain a GPA of 6+ at the end of Year 2

Direct Entry Admission (high school applicants)

Applicants will receive an early conditional offer of admission to the Esade-Schulich Dual Degree Program prior to beginning their undergraduate degree at Schulich.

A. Eligibility:
   - Admitted to Schulich as full-time BBA student (must meet regular SSB BBA Admission requirements)
   - Meet Esade's academic entry requirements of international applicant pool year of intake
   - Strong performance in the Supplementary Application (details below)
   - Condition: Maintain a minimum 6+ GPA in year 1 and 2 at Schulich

For both

B. Application Requirements
   - Online dual degree application form
   - Resume
   - Most recent transcript/academic records (Unofficial copy will suffice)
   - Two letters of recommendation
   - Two video essays (using Schulich's Kira Talent platform)
   - Two rounds of virtual interviews (Schulich will shortlist candidates for the first round of interviews then Esade and Schulich will jointly conduct the 2nd interview)

C. Selection Criteria:
   - They must articulate how the dual degree program aligns with and will benefit their academic, personal and professional goals.
   - Leadership potential and strong moral character
   - Has professional and/or extracurricular involvement
   - Demonstrate a strong commitment to understanding Europe's diverse and evolving business landscape

D. Application Process & Timeline (Year 2 Entry)
   1. Submission Application to Schulich (Early October)
   2. Schulich conducts initial screening and selects qualified candidates for first-round interviews (Mid-October)
   3. Schulich conducts first round of interviews for shortlisted candidates (Mid-October)
   4. Schulich further shortlists candidates and selects top candidates for second-round interviews; shares application packages with Esade (End-October)
   5. Esade and Schulich will jointly interview nominated students for second-round interviews (Mid-November)
   6. Offers sent to selected candidates (December)

*For Direct-Entry applicants, the application timeline will follow the regular BBA application & admission process, and will further include:

- Submission of Dual Degree specific Supplementary Application (via Kira Talent), upon indication of interest (in initial BBA application)
- Short list of candidates for initial interview
- Selected candidates will be invited to 2nd round interview with Esade & Schulich
- Conditional offer to Esade-Schulich BBA Dual Degree to follow BBA admission offer, in advance of deadline to accept Schulich BBA offer

INBOUND ESADE STUDENTS:

Year 2 Entry:

E. Eligibility:
- Enrolled as a full-time student at Esade
- Must be nominated by Esade to Schulich
- Complete at least 120 ECTS (60 credits) including compulsory and basic training courses by the end of Year 2
- Academic requirement:
  - Minimum GPA 6 out of 9 in the first year
  - Maintain GPA 6+ out of 9 at the end of year 2
- Language Proficiency: Students must have a high level of proficiency in English. Schulich will assess a student's proficiency through the following methods:

TOEFL	Minimum score of 600 (Paper based), 250 (computer based) and 100 (Internet based)
IELTS	Minimum score of 7
TOEIC	Minimum score of 850
English Language Program	Historical evidence that students have successfully pursued post-secondary studies in English

Direct Entry (from high school)

*Applicants will receive an early conditional offer of admission to Schulich Dual Degree Program prior to beginning their undergraduate degree at Esade.

A. Eligibility:
- Admitted to Esade as full time BBA student
- Meet Schulich's regular BBA admission requirements, including language proficiency
- Strong performance in the SSB BBA Supplementary Application
- Condition: Maintain a minimum 6.0 GPA in year 1 and 2 at Esade

For Both

F. Admission Requirements:

- Nomination by Esade
- Online SSB Dual Degree application form
- Resume
- Photo
- Proof of English proficiency if studying in a language other than English
- Letter(s) of recommendation
- Video essay(s)
- Two rounds of virtual interviews (Esade will shortlist candidates for the first round of interviews then Esade and Schulich will jointly conduct the 2nd interview)

G. Selection Criteria:

- Must articulate how the dual degree program aligns with and will benefit their academic, personal and professional goals.
- Leadership potential and strong moral character
- Has professional and/or extracurricular involvement
- Strong academic ability
- Demonstrate a strong interest in exploring Canada's or North America's dynamic business ecosystem

H. Application Process & Timeline

- Esade conducts initial application and screening of applicants, per their own internal processes *(Sept-Oct, for Year 2 entry; direct entry applicants will follow Esade BBA admission timelines)*
- Esade will share selected applicants with Schulich and invite for joint interview with Esade and Schulich team (Nov)
- Selection decisions to be made jointly (Dec) and offer extended to successful applicant (Jan)

Appendix H: BBA Program Learning Outcomes and Curriculum Map (2.1)

Appendix A

BBA Program Learning Outcomes and Curriculum Map

BBA LEARNING OUTCOMES	*The BBA is awarded to students who have demonstrated*	MGMT 1000	ECON 1000	ACTG 2010	ECON 1010	OMIS 1050	ACTG 2011	MKTG 1030	MGMT 1035	ACTG 2020	SUST 2060	ORGS 2100	FINE 2000	ORGS 2200	OMIS 2050	OMIS 2010	SGMT 3000	ELECTIVES
1. Core Business Knowledge & Understanding	Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplina integrated perspective	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	R
2. Critical Analysis and Decision-Making	Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve com management or operational problems	I		A			A		I	A	A	I	A	I	A	A	A	R
3. Professional Communication	Communicate business concepts clearly and effectively in various formats using appropriate technology	A		I			I	A	A	I	A	A		A			A	R
4. Effective Teamwork	Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members	A						A	A		A	A		A		A	A	R
5. Responsible Business and EDI	Identify and respond to ethical, social, environmental issues (including decolonization, equity, diversity, and inclusion) arising in bu decision-making by interrogating assumptions about the role of business in society	A	R	R	R	R	R	R	R	R	A	R	R	R	R	R	R	R
6. Global Perspective	Situate and compare issues and approaches to business decision-making in the global context	I	I	I	I		I		A	I	R					I	R	R

Key: I = Introduced; R= Reinforced; A = Assessed Individually for Achievement

Appendix I: Consultation and Support Letters (5.1)

esade | Business School

Dr. Joan Rodon
Dean, Esade Business School
13th of May 2025

To the Faculty Council at Schulich Business School, York University

Dear Faculty Council,

As the Dean of ESADE Business School, I want to express the commitment and support from the ESADE team to our double degree Bachelor of Business Administration program (BBA) with Schulich Business School.

Over the past year, two teams of professors, program directors, international relations staff, and program managers from both institutions have collaborated to define a double degree proposal aimed at delivering an exceptional experience to Schulich and ESADE students.

This four-year program, with two years spent at each Campus, will enable students to fulfil all requirements for obtaining a BBA degree from both Schulich and ESADE. Students completing the double degree will gain outstanding international experience, benefiting from diverse teaching methodologies, a wide array of electives courses, and the business specializations offered by both institutions. This will provide a unique perspective on business from the Canadian and European viewpoints.

The double degree program strengthens our partnership with Schulich Business School fostering future collaboration and reinforcing the international perspective of our undergraduate business programs.

Yours sincerely,

38821138J JUAN RODON (R: G59716761) Digitally signed by 38821138J JUAN RODON (R: G59716761) Date: 2025.05.13 08:55:39 +02'00'

Dr. Joan Rodon
Dean, Esade Business School

Schulich School of Business York University

Statement of Support from Anchor Dean

Memorandum

To: Whom It May Concern
Cc: Kiridaran Kanagaretnam, Associate Dean Students, Schulich School of Business
From: Detlev Zwick, Dean, Schulich School of Business
Date: May 14, 2025
Subject: Support for the Major Modifications to the BBA to Establish Dual Degrees with ESSEC and Esade Business Schools

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I am writing to express my full support for the major modification proposals to the Bachelor of Business Administration to establish two dual degrees—one with ESSEC Business School and the other with Esade Business School—in a 2+2 bidirectional curricular structure. As the NOI details, both partner institutions are triple accredited by AACSB, EQUIS, and AMBA and offer undergraduate programs with curricula aligned to Schulich's programming. The School is not just supportive, but also excited about the opportunities this proposal will bring for students to have immersive study abroad experiences in deeply internationalized programming. This is a step towards a more global and diverse learning environment.

Regarding resource implications, we anticipate minor one-time costs associated with updating our marketing materials. As you will see in the proposal, the dual degree partnership will use the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

In terms of strategic enrolment, we anticipate that an initial intake will be relatively small (4-5 students each for Esade and ESSEC). Over time, we expect that interest in the dual degree options will grow but steady state will be mediated by ever-changing global political factors, the additional cost of traveling abroad, and student choice. Because students pay fees at their home institution only, our partnership agreements with these schools require that there is parity between the number of students we send abroad and the number of students we welcome from the partner schools each year. These and other details of the partnership agreements were reached in consultation with the deans. I met individually with Dr. Joan Rodon of Esade and Dr Vincenzo Vinzi of ESSEC at the European Foundation for Management Development (EFMD) conference in 2024. Following these consultations, Dean Vinzi signed a

Memorandum of Understanding about the establishment of the dual degree when he visited us at Schulich last year.

Concerning academic and strategic alignment, the major modification proposals advance the York University Academic Plan, 2020-26, and Schulich's Integrated Resource Plan, 2025-26. By establishing the dual degree options in the BBA, the proposals and modified program align with the UAP priorities to "continually reinvent our programs," to "pursue inclusive excellence by… ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews." The dual degree options will also align with the UAP Priority of "Advancing Global Engagement" by exposing Schulich, ESSEC, and Esade students to global learning and by "cultivating new partnerships… to expand our global reach and profile."

In conclusion, I wish to express my full and enthusiastic support for the establishment of the BBA dual degree options with ESSEC and Esade. We also thank the proponent, Professor Kanagaretnam, and Schulich's Student Services and International Relations team for their work to advance this initiative.

Sincerely,

Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business

Major Modifications Proposal

Faculty: Schulich School of Business

Department: n/a

Program: BBA

Degree Designation: Bachelor of Business Administration

Type of Modification: Modification of the existing Bachelor of Business Administration (BBA) to establish a dual degree option with ESSEC (École Supérieure des Sciences Économiques et Commerciales) Business School. The existing standalone BBA degree will be maintained as an option. The establishment of the dual degree option aligns to the current curricular structure and requirements of the standalone degree.

Location: *(current campus and, if applicable, proposed)*: Keele Campus

Effective Date: Fall 2026 (program promotion & selection to begin Fall 2025)

Approval Date at Faculty Council:

1. Overview

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

We propose to modify Schulich's existing undergraduate degree program by adding a dual degree option offered between the Schulich School of Business and ESSEC Business School (France). This dual degree program will follow a 2+2 bidirectional format, enabling both schools' students to earn two degrees concurrently over four years. For students who begin their studies at Schulich, the program structure requires students to complete the first two years of Schulich's BBA curriculum before moving to ESSEC to complete years 3 and 4 of the ESSEC curriculum. Both schools took a bulk-mapping or curricular matching approach whereby the grouping of courses was matched by content and learning outcomes. The curricular structure and requirements of both schools' programs have been compared through curricular mapping (see Appendices A-C) and are shown to be equivalent. Details of the curricular progression for each direction of the agreement compared with Schulich's existing standalone BBA requirements are shown in the table below:

Year Level	Existing Standalone BBA Requirements	Dual Degree BBA with ESSEC (Schulich Students)	Dual Degree BBA with ESSEC (ESSEC Students)
	At Schulich	***At Schulich***	***At ESSEC***
One	ECON 1000 3.00 Microeconomics for Managers	ECON 1000 3.00 Microeconomics for Managers	ECOI 1110 3.0 ECTS Microeconomics for Business
	MGMT 1000 3.00 Introduction to Business	MGMT 1000 3.00 Introduction to Business	MKGJ 11212 1.0 ECTS SimFirm (Business Game) MKGJ 12110 1.0 ECTS Global Challenge (Business Game)
	ACTG 2010 3.00 Introduction Financial Accounting I	ACTG 2010 3.00 Introduction Financial Accounting I	CPTC 11112 3.0 ECTS Financial Accounting
	ECON 1010 3.00 Macroeconomics for Managers	ECON 1010 3.00 Macroeconomics for Managers	ECOA 11217 3.0 ECTS Macroeconomics ECOA 12117 3.0 ECTS International Economics
	OMIS 1050 3.00 Managing data for Business Decisions	OMIS 1050 3.00 Managing data for Business Decisions	IDSM 3.0 ECTS Mathematics 1 MKGM 3.0 ECTS Mathematics 2
	ACTG 2011 3.00 Introduction to Financial Accounting II	ACTG 2011 3.00 Introduction to Financial Accounting II	CPTC 11213 3.0 ECTS Financial Accounting 2
	MKTG 1030 3.00 Marketing Management	MKTG 1030 3.00 Marketing Management	MKGM 11116 3.0 ECTS Principles of Marketing 1 MKGF 12119 3.0 ECTS Marketing Studies MKGS 12200 3.0 ECTS Responsible Marketing
	MGMT 1035 3.00 Global Business- Past, Present, Future	MGMT 1035 3.00 Global Business- Past, Present, Future	CPRO 11111 3.0 ECTS Geopolitics CPRO 12200 3.0 ECTS European Kaleidoscope

	6 elective credits	6 elective credits	Language electives Experiential Learning
Two	ACTG 2020 3.00 Management Accounting Concepts	ACTG 2020 3.00 Management Accounting Concepts	CPTG 12114 3.0 ECTS Costs & Budgets: Introduction & Practices
	SUST 2060 3.00 Business and Society	SUST 2060 3.00 Business and Society	MGTM 11100 3.0 ECTS Learning Together DEVC 12102 1.0 ECTS Companies & Climate Change MGTP 15203 1.0 ECTS Diversity and Inclusion in the Workplace
	ORGS 2100 3.00 Individuals and Groups in Organizations	ORGS 2100 3.00 Individuals and Groups in Organizations	MGTM 12200 3.0 ECTS People & Organisations
	FINE 2000 3.00 Introduction to Finance	FINE 2000 3.00 Introduction to Finance	FINE 12117 3.0 ECTS Finance 1 FINE 12214 3.0 ECTS Finance 2
	ORGS 2200 3.00 Organizations and their Environments	ORGS 2200 3.00 Organizations and their Environments	MGTM 12101 2.0 ECTS Responsible Leadership MGTP 11111 2.0 ECTS Productive Behavior
	ORGS 2050 3.00 Analyzing Data for Business Decisions	ORGS 2050 3.00 Analyzing Data for Business Decisions	IDSS 11212 3 ECTS Statistics IDSI 3.0 ECTS Excel and Introduction to Descriptive Statistics IDSI 3.0 ECTS Programmation Python
	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	
	9 elective credits	9 elective credits	

	At Schulich	***At ESSEC***	***At Schulich***
Three and Four	SGMT 3000 3.00 Strategic Management	MGTS 14110 4.0 (2.0 credits) ECTS Strategic Management MGTS 14120 4.0 (2.0 credits) ECTS Leading & Managing Teams MGTR 13110 2.0 (1.0 credit) ECTS Research Methods DEVN 14140 2.0 (1.0 credit) ECTS International Negotiation IDSI 2.0 (1.0 credit) ECTS AI for Business SPOC	SGMT 3000 3.00 Strategic Management
	21.00 credits of Schulich electives	20 ECTS (10.0 credits) of Business, Culture & Society (BCS)electives	OMIS 2010 3.00 Introduction to Operations & Supply Chain Management 18.00 credits of Schulich electives
	12.00 credits of non-Schulich electives	20 ECTS (10.0 credits) of Language Courses Electives	12.00 credits of non-Schulich electives
	24.00 credits of electives (Schulich and/or non-Schulich)	36 ECTS (18.0 credits) of Electives *To meet SSB degree requirements, at least 42 ECTS (21 credits) total must be business electives (which includes the 20 ECTS/10 credits of BCS electives above)*	24.00 credits of electives (Schulich and/or non-Schulich)
Additional Requirements for ESSEC degree (in Yr 3 & 4)	*Not Applicable*	*30 ECTS of Decisional Internship Validation (validated as 9.0 credits toward SSB degree upper year electives)* *6 ECTS Bachelor Dissertation (validated as*	*30 ECTS of Decisional Internship Validation (SSB Work Placement)* *(Optional for SSB degree; work placement counted as 9.0 credits toward SSB degree if taken as*

		3.0 credits toward SSB degree)	*SSB elective ; see note in Appendix E)** *6 ECTS Bachelor Dissertation (SSB Guided Study 3.0 credits)** **will be counted as business electives if completed toward SSB BBA degree*
		Schulich students will complete York/SSB required 60 credits at ESSEC to fulfill Year 3 & 4 BBA degree requirements	*ESSEC students will transfer 60.0 credits from Year 1 & 2 toward York/SSB BBA degree requirements, and complete remaining 60 credits at York/Schulich in Year 3 &4*

Additional Terms of the Dual Degree Agreement:

- Credits earned at Schulich during the first two years will be transferred to ESSEC (see the table in Appendix F for the credit transfer arrangement), ensuring that coursework is recognized, and students can complete their degrees efficiently within four years.
- The financial structure mandates that students pay tuition fees to their home institution only, with reciprocity achieved through a balanced exchange of incoming and outgoing students.
- Each institution continues to govern the approved requirements for the degree it confers. Schulich manages degree audit to ensure that Schulich and ESSEC students meet the requirements to obtain a Schulich BBA degree; ESSEC manages degree audit to ensure that Schulich and ESSEC students meet the requirements to obtain the ESSEC degree. Schulich maintains its governance authority over its program and curriculum. Ongoing coordination between the schools will ensure that future proposed changes are reflected in the credit transfer arrangements according to curricular mapping.
- The learning outcomes of the existing BBA will remain the same for dual degree students. Through the dual degree structure, all Schulich BBA requirements will be satisfied, and students will additionally benefit from an immersive two-year study abroad experience, and the ESSEC-required internship and dissertation.

1.2 Provide the rationale for the proposed changes.

A fundamental criterion for selecting a prospective dual degree partner is the quality of the partner institution and alignment of its curriculum with Schulich's learning outcomes. ESSEC Business School holds the prestigious triple crown accreditation (AACSB, EQUIS, AMBA), a distinction achieved by only a select group of business schools worldwide and offers a four-year undergraduate degree in business that aligns closely with Schulich's BBA program. Schulich and ESSEC have a long-standing institutional partnership for student mobility and have exchanged students at the undergraduate level since 2000. The history and strength of this partnership and the quality of the ESSEC undergraduate business degree program forms the basis of this proposal to develop a Schulich-ESSEC undergraduate dual degree. This initiative will not only further the co-operation between our institutions, but will also leverage our respective brand association, reputation and academic excellence, and provide students access to a unique opportunity to gain in-depth exposure to international business teaching and learning, while earning two degrees within four years. The comprehensive academic experience provided by both institutions will equip graduates with the knowledge and skills necessary for leadership roles in the global business environment.

The establishment of the dual degree option in the BBA advances Schulich's reputation for being a "Global, Innovative, and Diverse" institution.

Global Presence/Impact/Footprint

The proposed program will align with Schulich's new internationalization strategy and maintain its position as Canada's Global Business School. This will increase the School's global presence through international partnerships by collaborating with renowned institutions on student exchanges, degree mapping and curriculum alignment that can yield higher ranking and sustain high education standards. Notably, Schulich will potentially be the first business school located in the GTA to offer a bi-directional undergraduate dual degree with a globally recognized partner institution. With the recent closure of the iBBA, this initiative offers a deep internationalization opportunity, enhancing the student's learning environment through innovation and diversity.

Innovative Approach/Framework

By partnering with a globally recognized institution such as ESSEC, the dual degree program will drive further program innovation that will enhance overall student learning experience. The program will augment Schulich's academic offerings by incorporating three mandatory components from ESSEC: an internship, dissertation and study abroad experience. The internship will provide students a valuable real-world experience, enhancing employability and industry connections, while the dissertation fosters critical thinking, academic writing, and independent research skills. The study abroad

experience will immerse the students with new cultures that will broaden their perspective, allow them to navigate unfamiliar environments which will build resilience, flexibility and personal growth and improves cross-cultural communication abilities. All these benefits will prepare students to have innovative approaches in dealing with the complexities of global economy, providing students with rich experiential learning opportunities and competitive advantages in the international business landscape.

Diverse Ecosystem

By encapsulating the values of Schulich's global impact and innovative approach, it will cultivate a rich diversity throughout every aspect of the student's academic journey. The dual degree format will create a multicultural learning environment by adding diversity to upper-year classrooms that will encourage students to engage and learn with different perspectives. The program's appeal extends to top-tier, diverse students who might otherwise pursue their education outside of Canada, thereby enhancing the institution's ability to attract and retain global talent. Beyond the institution's expansion of its global network, students benefit from the opportunity to forge connections with peers from varied cultural and academic backgrounds which will create valuable international networks, which can prove instrumental in their future careers. Students will also undergo diverse teaching methods that will let them gain global perspectives.

By offering this dual degree program, Schulich will provide students with a competitive edge in the international business landscape while reinforcing its commitment to global education, innovative teaching, and diverse learning environments.

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

Establishing the dual degree program closely aligns with two of the Six Priorities for Action in York University's University Academic Plan (UAP 2020-25). It directly supports the priority of "Advancing Global Engagement" and the priority of "Diversifying Whom, What, and How We Teach." The establishment of the dual degree program in the BBA is part of Schulich's Integrated Resource Plan 2023-24 under section 1.1. It will support Schulich's strategic objectives, such as enhancing international education, fostering cross-cultural adaptability, expanding diversity, increasing global competitiveness and continued program innovation. It will also contribute to innovative teaching and learning approaches that will provide broader

[1] This can include the 2020-2025 University Academic Plan, the 2023-2028 Strategic Research Plan, the UN Sustainable Development Goals (SDGs), A Framework and Action Plan on Black Inclusion, the Indigenous Framework for York University, and other Faculty plans and frameworks.

skill sets and increased career opportunities, aligning with Schulich's commitment to student success through transformative and advanced educational excellence.

Above all, the dual degree program will significantly enhance Schulich's internationalization initiatives by attracting international students, equipping graduates for global careers, advancing global networks and establishing a strong international reputation, which will contribute to priorities within international rankings.

1.4 Provide a detailed outline of the changes to the program.
Also include an appendix of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

The proposed modification of the existing Bachelor of Business Administration program to a dual degree pathway is centered around four key elements: program structure, course load, course offerings, and degree requirements.

Within this dual degree framework, "Schulich students" are defined as those who begin their studies at Schulich and successfully complete Years 1 and 2 at Schulich. These students will then continue their academic journey at ESSEC, where they will complete Years 3 and 4 as part of the dual degree program.

Conversely, "ESSEC students" are individuals who start their studies at ESSEC and complete the equivalent of Years 1 and 2 at that institution. They will subsequently transfer to Schulich to fulfill Years 3 and 4 of their program.

Outlined below are the proposed changes to the program, to enable completion of the Schulich BBA and the ESSEC degree within this dual degree pathway (*detailed structure and requirements are included in the appendices*):

A. Academic Structure

Academic Calendar	Schulich Students	ESSEC Students
Year 1 and 2: Semesters 1 to 4	Schulich	ESSEC
Year 3: Semesters 5 and 6	ESSEC (Cergy campus)	Schulich

Year 4: Semesters 7 and 8	ESSEC (Cergy campus; *possibility to complete one semester at ESSEC campus in Rabat or Singapore)*	Schulich
*ESSEC internship requirement *(internship sequencing alternatives are available to enable flexibility in timing of internship)*	Usually completed after completion of academic coursework (Semester 9), but may also be completed in between Semesters 7-8; can be completed in France or worldwide	Usually completed after completion of academic coursework (Semester 9), but may also be completed in between Semesters 5-8 toward SSB degree (see Appendix D; can be completed in Canada or worldwide

Under the current Bachelor of Business Administration (BBA) program, Schulich students complete a four-year curriculum entirely at Schulich's Keele campus in Canada. The proposed dual degree option introduces a new option in which students can complete Years 1 and 2 at Schulich, followed by Years 3 and 4 at ESSEC Business School in France. Conversely, ESSEC students will undertake Years 1 and 2 at ESSEC and then transfer to Schulich for Years 3 and 4. Over the course of four years, students from both Schulich and ESSEC will complete the academic requirements for each respective degree. This bidirectional exchange-based model enables students from both institutions to benefit from the academic strengths and global perspectives of each school.

B. Course Load

***Note:** credit equivalency between Schulich credits and ESSEC ECTS is 1:2 (i.e.: 3 credits = 6 ECTS)*

Schulich students participating in the dual degree program will be required to complete a minimum of 60 ECTS credits (equivalent to 30 credits) at ESSEC during Year 3 followed by additional course work, an internship and dissertation completed in Year 4 for a minimum of 120 ECTS (or 60 credits) over the two years.

- Years 1 and 2 (at Schulich): Students will complete 60 credits at Schulich, including all required core business courses and non-business electives at Schulich, as outlined in the Curriculum Overview Chart in the BBA Academic Handbook.

- Years 3 and 4 (at ESSEC): Students will complete Strategic Management in Year 3 at ESSEC, in addition to mandatory compulsory courses and electives required by ESSEC. This will be followed by additional course work, the completion of an

internship and dissertation in Year 4. At the completion of Year 4, Schulich students will have satisfied the degree requirements for the Schulich BBA, including all core and elective requirements.

ESSEC students will be required to complete a minimum of 60 credits at Schulich during Years 3 and 4, following the Schulich BBA curriculum. ESSEC students will also have the option to complete the required ESSEC internship and dissertation as part of the Schulich degree. This will be taken as work placement and guided study courses and will be credited toward the required Schulich upper year electives. These components will be recognized as equivalent to ESSEC's required internship and dissertation. The course load will be categorized as follows:

- Years 1 and 2 (at ESSEC): ESSEC students will complete the required compulsory business courses, electives, and language courses at ESSEC, following the ESSEC curriculum for Year 1 and Year 2. These courses have been bulk mapped onto Schulich learning outcomes and either recognized as equivalent to Year 1 and 2 core or required to be taken in Year 3 at Schulich *(see section C and appendices for detail).* **More specifically, ESSEC students will be required to take the missing SB/OMIS 2010 (Introduction to Operations and Supply Chain Management) core course in their 3rd year at Schulich.**

- Years 3 and 4 (at Schulich): ESSEC students will undertake select core business courses (SGMT 3000 and OMIS 2010), Schulich and non-business electives at Schulich, as detailed in the Curriculum Overview Chart in the BBA Academic Handbook. Flexibility will be allowed for ESSEC students to complete work placement and guided study courses to meet the academic requirements of the ESSEC degree during their time at Schulich. Note: ESSEC students are not required to complete these components at Schulich, as they are relevant only to the ESSEC degree.

This structure ensures that students from both institutions receive a comprehensive and internationally integrated business education, fulfilling the rigorous academic standards of both Schulich and ESSEC.

C. Course Offerings

The dual degree pathway does not require any changes to SSB course offerings. Students completing the dual degree will complete academic requirements for both degrees based on the current course offerings at each institution, which feature an articulated selection of courses to ensure academic coherence, breadth, and depth of learning.

At Schulich: ESSEC students will enter Schulich at year 3 of the BBA. They will be considered to have completed the equivalent of SSB year 1 and year 2 BBA core courses during their first two years at ESSEC, with the exception of OMIS 2010 (*Introduction to Operations & Supply Chain Management*), which is not offered at ESSEC. They will be required to complete the remaining SSB core business courses in Year 3, which is SGMT 3000 (Strategic Management) and OMIS 2010, as well as complete the required SSB electives and non-business electives during Year 3 and Year 4. ESSEC students will also have the option to specialize in one or two areas of concentration offered at Schulich. Where required to support the completion of the ESSEC degree requirements during their time at Schulich, ESSEC students can also choose to complete a guided study course (toward the ESSEC dissertation requirement) and will be assigned a designated course instructor to supervise their guided study course.

At ESSEC: Schulich students will complete Year 1 and Year 2 at Schulich, and transfer to ESSEC in Year 3. To fulfil their Schulich BBA degree requirements, they will be required to take Strategic Management at ESSEC in Year 3, along with the required Business and Non-Business electives, completing a minimum of 60 credits (120 ECTS) at ESSEC in Year 3 and 4. In addition, they will also concurrently fulfil the ESSEC degree requirements, by completing the compulsory courses, dissertation and internship, providing an enhanced course offering for Schulich students at ESSEC.

The additional degree requirements mandated as part of the ESSEC curriculum include the internship and dissertation courses.

- *Internship Requirement*
  - A minimum of six months of full-time, uninterrupted internship—or the equivalent of approximately 800 hours with the same organization—is required.
  - The internship should be undertaken after the completion of two semesters of study at either ESSEC or Schulich. Prior to commencing the internship, students must submit relevant details to ESSEC Career Services and Schulich Undergraduate Program Associate Director for approval. Upon completion, students are required to provide all necessary evaluations to ESSEC and Schulich within the stipulated deadlines to ensure fulfillment of the dual degree requirements.
  - Typically, ESSEC dual degree students will complete the ESSEC internship requirement in France after completion of their Schulich Year 3 & 4 requirements. This does not impact the conferral of the Schulich degree, as the internship is not a requirement for the Schulich degree. Schulich students at ESSEC will complete the internship during their year 3 & 4 at ESSEC following the ESSEC curriculum or add an additional semester (Semester 9) at ESSEC.

  - To enable ESSEC students to optionally complete the internship in Canada during their time at Schulich and have it credited toward their Schulich BBA degree requirements, flexible degree pathways have been created and students will be guided closely on their available options. *See Appendix D*.
  - To ensure consistency and alignment with Schulich's credit weighting for current work placement courses, the internship at ESSEC will be validated as 9 SSB credits towards the Schulich degree (credited toward upper year Schulich electives). Note: For ESSEC students at Schulich, credits will be counted toward the Schulich degree (as SSB business electives) only when the student chooses to pursue a credit-bearing work placement course at Schulich.
- Dissertation Requirement
  - A dissertation focusing on an aspect of International Management must be submitted by an agreed-upon date during the final semester of the program. This dissertation will be used for assessment by both Schulich and ESSEC.
  - Oversight of the dissertation is the responsibility of the school providing the academic credit and must also comply with the project parameters specified by ESSEC.
  - Where applicable, students are required to meet the specific guided studies and dissertation requirements of both Schulich and ESSEC. The dissertation should follow a conventional academic structure, be approximately 12,000 words in length, and be written in English (with an abstract or a copy provided to the host institution in cases of joint thesis defense). Students are expected to submit and defend their dissertation during their final semester of study.

An agreement will be established to facilitate credit recognition and ensure that all degree requirements from both institutions are fully addressed.

D. Degree Requirements

Students completing the Schulich-ESSEC dual degree must satisfy the degree requirements of both the Schulich BBA and the ESSEC *Le Bachelor en Sciences du Management.* No changes are being proposed to the Schulich BBA degree requirements, as students must continue to fulfil all current Schulich degree requirements to be awarded the Schulich BBA.

Specifically, students must satisfy the following requirements to obtain both degrees:

For the Schulich Bachelor of Business Administration (BBA) Degree:

- Students must successfully complete a minimum of 60 SSB credits at Schulich/York (residency requirement), in addition to 60 SSB credits (120 ECTS) recognized from ESSEC. All Schulich BBA core course requirements must be met either through

recognition of equivalency (Year 1 & 2 for ESSEC students; Year 3 Strategic Management for Schulich students at ESSEC) or direct completion (Year 1 & 2 for Schulich students; Year 3 Strategic Management and OMIS 2010 for ESSEC students).

- In total, students must complete 120 credits to meet the Schulich degree requirements, with a minimum cumulative GPA of 5.00.

For the ESSEC *Le Bachelor en Sciences du Management – Diplôme d'études Supérieures de Management International:*

- Students must successfully complete a total of 240 ECTS (equivalent to 120 credits), including all required ESSEC core courses, either through recognition of equivalency or direct completion. 60 credits must be completed at Schulich.

- Successful completion of a 6-month internship and a bachelor dissertation.

All academic requirements must be fulfilled in accordance with the policies and timelines established by both Schulich and ESSEC.

1.5 Describe how students currently enrolled in the program will be accommodated.

a. Similar to the Peking Future Leaders program – an existing four-year, one-way dual degree option for Schulich students that allows them to earn both a Schulich BBA and a Bachelor of Arts in Management from the Guanghua School of Management at Peking University – students currently enrolled in the BBA program at Schulich will have the opportunity to apply to the Schulich-ESSEC Dual Degree in the Fall term of their Year 2. See "*Selection Requirements and Process*" in the Appendix.
b. Program promotion will be conducted for current students in advance of the application opening and the selection process will largely follow the same process established for use in the Peking Future Leaders Program.
c. Application and selection in Year 2 is the only pathway into the dual degree.
d. SSB students will also need to meet the eligibility criteria of ESSEC to be admitted into the program.
e. Students will be supported in navigating the dual degree program, including having access to academic and international advisors from both institutions, ensuring students understand the program requirements and remain on track to successfully complete both degrees.

2. Learning Outcomes and Program Requirements

2.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.[2]

The Program Learning Outcomes will remain the same, with no modifications stemming from the Dual Degree option. *See attached BBA Program Learning Outcomes and Curriculum Map*

Goal 1: Core Business Knowledge & Understanding

Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary, integrative perspective.

Goal 2: Critical Analysis and Decision-Making

Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management or operational problems.

Goal 3: Professional Communication

Communicate business concepts clearly and effectively in various formats using appropriate technology.

Goal 4: Effective Teamwork

Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members.

Goal 5: Responsible Business and EDI

Identify and respond to ethical, social, environmental issues (including decolonization, equity, diversity, and inclusion) arising in business decision-making by interrogating assumptions about the role of business in society.

Goal 6: Global Perspective

Situate and compare issues and approaches to business decision-making in the global context.

[2] Ideally, a program would have 8-12 Program Learning Outcomes (PLOs) that reflect the program and demonstrate 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.

Overall BBA Program goal: Upon completion of this program, students should be able to assume positions of responsibility in management or management-related professions and to understand the moral and ethical responsibilities of business to society.

2.2 If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations.
A suggested template for mapping can be found as an attached appendix.

Not applicable. No changes to PLO's. Reference Appendix H for PLO mapping.

2.3 If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.
A suggested template for curriculum mapping can be found as an attached appendix.

Not applicable. No changes to PLO's

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

Not applicable

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

Not applicable

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

Not applicable. No changes to admission requirements for Schulich BBA students

3. Teaching and Learning

3.1 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[3] and Program Learning Outcomes, as well as

[3] See Quality Council's definition of "objectives" on their website.

***the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree*.**

Not applicable

3.2 If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

Not applicable

4. Resources

4.1 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 dual degree partnership will utilize the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

5. Consultation

5.1 Summarize 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 as appendices.

We have consulted extensively with relevant stakeholders listed below:

- Detlev Zwick, Dean at Schulich
- Vinitha Gengatharan, AVP Global Engagement & Partnership at York
- Marcia Anisette, Vice-Provost Academic at York
- Emily Rush, Director, Academic Programs & Policy at York
- Kathryn Doyle, Director, Academic Affairs at Schulich
- Audrey Pyee, Associate Principal, Academic at Glendon

- Burkard Eberlein, Director, BBA/iBBA Programs at Schulich
- Farrokh Zandi, Associate Director, BBA Program at Schulich
- Mike Valente, Director, MBA Program at Schulich
- Ashwin Joshi, Associate Dean, Programs at Schulich
- Helen Balderama, Director, Global Engagement & Partnerships, York International
- Angela James, Director of the Centre of International Management at Smith School of Business, Queen's University
- Vincenzo Vinzi, Dean at ESSEC Business School
- Joan Rodon, Dean at Esade Business School
- Luba Pan, Director Student & Enrollment Services, SSIR
- Undergraduate advisors, Mariana Colalillo & Ana Hashim
- Undergraduate International Program Coordinator, Tina Fantin

a. Dean Detlev Zwick has expressed strong support for developing additional dual degree partnerships, highlighting the potential of collaborating with esteemed institutions like Esade and ESSEC. Dual degree development is also part of the Integrated Resource Plan and long-term strategy for business school. These partnerships are expected to enhance Schulich's profile, introduce European diversity into the BBA program, and maintain a global perspective following the closure of the iBBA. Such initiatives offer students the opportunity to deeply integrate into the international community.

b. Dr. Mike Valente and Dr. Farrokh Zandi have already had initial discussions with ESSEC's representatives, reviewing the program structure. Farrokh emphasized the value this partnership could add to Schulich's global business specialization, while Mike noted the unique research focus reflective of a European degree.

c. Dr. Marcia Annisette, Vinitha Gengatharan, Emily Rush, Lindsay Hillcoat, Ann Welsh, and Helen Balderama met to discuss dual degrees and academic approvals. There was consensus around mapping learning objectives instead of credits to align with Senate preferences, and a general support and enthusiasm around deepening collaboration with strategic partners via the dual degree.

d. Dr. Audrey Pyee shared insights from the emlyon dual degree program regarding the admission process and challenges.

e. Dr. Burkard Eberlein provided insights into the academic challenges that Schulich might encounter when facilitating the internship component required by the partner institutions.

f. Kathryn Doyle gave advise about the proposal process and timelines for approvals.

g. Mariana Colalillo, Ana Hashim, and Tina Fantin identified and addressed potential challenges within the student's study plan, as well as other student concerns.

5.2 Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

The Peking Future Leaders program, as described earlier, at Schulich has captured strong interest from students eager to develop global perspectives and leadership skills essential for today's rapidly evolving global business environment. This dual degree program, which enables students to study two years at Schulich and two years abroad, offers valuable academic and cultural immersion that resonates with student aspirations.

Similarly, exchange programs continue to gain popularity, with students increasingly seeking longer-term experiences beyond a single term to enhance their language abilities, cross-cultural understanding, and professional networks. This reflects a clear preference for extended exchanges and dual degrees, providing meaningful international exposure and strengthening career prospects.

Overall, these programs align closely with Schulich students' commitment to developing as globally minded, future-ready leaders. These programs are a direct response to student aspirations and the demands of a dynamic, international business environment.

5.3 Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the Office of Institutional Planning and Analysis (OIPA), Office of the Vice Provost Teaching and Learning, industry groups, accrediting bodies, etc.). Include as appendices statements/letters of support from the relevant units/groups confirming consultation and support.

Wide consultation both internal to Schulich and external to Schulich have been conducted. See section 5.1 for a comprehensive list.

APPENDICES[4]

Appendix A: Side-by-Side Academic Calendar Copy Comparison (1.4)

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

A. Comparison of the existing Schulich BBA Program and proposed dual degree program requirements for outgoing Schulich students and incoming ESSEC students:

Program components	Existing Schulich BBA Program Overview	Schulich and ESSEC Dual Degree BBA Program Overview	
		Schulich Students going to ESSEC	ESSEC Students going to Schulich
Structure & location	4 years of study at Schulich (Canada)	First 2 years at Schulich (Canada) then Year 3 and 4 at ESSEC (France)	First 2 years at ESSEC (France) then Year 3 and 4 at Schulich (Canada)
Course Load	A minimum of 60 credits in core courses and non-business electives must be completed in Years 1 and 2. An additional 60 credits—including one core course and a combination of Schulich and non-business electives—must be completed, resulting in a total of 120 credits by the end of Year 4.	A minimum of 60 credits in core courses and non-business electives must be completed at Schulich during Years 1 and 2. Additionally, at least 48 credits in core and elective courses must be completed at ESSEC. Remaining credits to complete 60 credits can be taken at Schulich or ESSEC.	A minimum of 120 ECTS (equivalent to 60 SSB credits) in core courses and electives must be completed at ESSEC during Years 1 and 2. Additionally, at least 60 credits in core courses and elective courses must be completed at Schulich.
Course Offerings	Schulich and York University faculty courses	Schulich, York University faculties and ESSEC	Schulich, York University faculties and ESSEC
Program Length	4 years	4 years * An option to extend the program to 4.5 years is available	4 years * An option to extend the program to 4.5 years is available
Degree Requirements	- 120 Schulich credits	Schulich BBA Degree Requirements:	ESSEC Global BBA Degree Requirements:

[4] Add more appendices as required. Curriculum mapping may be presented in a different way than demonstrated here; however, content still need to be covered.

	- Minimum 5.00 OGPA	- Students must validate a total of 120 credits consisting of core, elective and non-business courses. - Minimum of 60 credits must be taken at Schulich/York to meet residency requirement - Minimum 5.00 OGPA ESSEC Global BBA Degree Requirements: - 60 ECTS in core, elective and language courses taken in one full academic year at ESSEC - 30 ECTS for 6 months (800 hours) of full-time internship - 6 ECTS from the Bachelor Dissertation course - Remaining credits to complete 120 ECTS can be taken at Schulich or ESSEC. - A minimum grade of 10/20 is required to validate a course	- Students must complete a total of 240 ECTS credits (equivalent to 120 SSB credits) - 30 ECTS for 6 months (800 hours) of full-time internship - 6 ECTS from the Bachelor Dissertation course - A minimum grade of 10/20 is required to validate a course - Schulich BBA Degree Requirements: - A minimum of 60 credits must be completed at Schulich/York to satisfy the residency requirement - A total of 120 credits consisting of core, business electives, and non-business electives - Minimum 5.00 OGPA
Degree/s Awarded	Bachelor of Business Administration from Schulich School of Business, York University	Bachelor of Business Administration from Schulich School of Business, York University and *Le Bachelor en Sciences du Management – Diplôme d'études Supérieures de Management International de l'ESSEC* from ESSEC Business School	*Le Bachelor en Sciences du Management – Diplôme d'études Supérieures de Management International de l'ESSEC* from ESSEC Business School and Bachelor of Business Administration from Schulich School of Business, York University

Appendix B. Bulk mapping of Schulich and ESSEC curriculum

SSB BBA		ESSEC	
YR 1 & YR 2 CORE			
Microeconomics for Managers Macroeconomics for Managers	**Economics**	Microeconomics for Business Macroeconomics International Economics	
Marketing Management	**Marketing**	Marketing 1 Responsible Marketing Marketing Studies	
Introduction to Business Global Business - Past, Present, Future	**Management**	SimFirm (Business Game) Global Challenge (Business Game) Geopolitics European Kaleidoscope	
Intro to Financial Accounting I Intro to Financial Accounting II Management Accounting Concepts	**Accounting**	Financial Accounting 1 Financial Accounting 2 Cost & Budgets: Introduction and Practices	
Introduction to Finance	**Finance**	Finance 1 Finance 2	
Individuals and Groups in Organizations Organizations and their Environments	**Organization Studies**	People & Organizations Responsible Leadership Productive Behaviour	
Business & Society	**Responsible Business**	Learning Together Diversity & Inclusion in the Workplace Companies & Climate Change	
Managing Data for Business Decisions Analyzing Data for Business Decisions Intro to Operations and Supply Chain Management	**OMIS**	Mathematics 1 Mathematics 2 Statistics Excel and Introduction to Descriptive Statistics Programmation Python	
N/A	**Other Yr 1 & Yr 2 core**	Law	Business Law Introduction to Legal Questions
		Entrepreneurship	Intro to Entrepreneurship Entrepreneurship 2 E Business
Other Core Requirements (Yr 3 & 4)			
Strategic Management	**Other Yr 3 & Yr 4 core**	International Business Dissertation Internship Strategic Management International Negotiation Leading & Managing Teams	

Appendix C: Detailed mapping of Schulich and ESSEC core courses

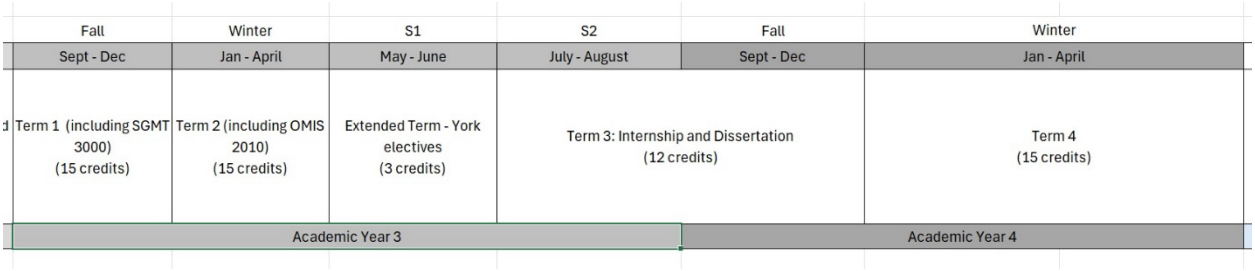
SSB BBA CURRICULUM						ESSEC CURRICULUM			
Course code	Year	Course type	Schulich BBA Course Title	SSB CREDITS		Sem	Course type	ESSEC GLOBAL BBA Course Title	ECTS
SB/ECON 1000	1	Core	Microeconomics for Managers	3		S1	Core	Microeconomics for Business	3
SB/MGMT 1000	1	Core	Introduction to Business	3		S2	Core	SimFirm (Business Game)	1
						S3	Core	Global Challenge (Business Game)	1
SB/ACTG 2010	1	Core	Introduction to Financial Accounting I	3		S1	Core	Financial Accounting 1	3
SB/ECON 1010	1	Core	Macroeconomics for Managers	3		S2	Core	Macroeconomics	3
						S3	Core	International Economics	3
SB/OMIS 1050	1	Core	Managing Data for Business Decisions	3		S1	Core	Mathematics 1	3
						S2	Core	Mathematics 2	3
SB/ACTG 2011	1	Core	Introduction to Financial Accounting II	3		S2	Core	Financial Accounting 2	3
SB/MKTG 1030	1	Core	Marketing Management	3		S1	Core	Marketing 1	3
						S3	Core	Marketing Studies	3
						S4	Core	Responsible Marketing	3
SB/MGMT 1035	1	Core	Global Business - Past, Present, Future	3		S1	Core	Geopolitics	3
						S4	Core	European Kaleidoscope	3
	1	Elective	Non-business elective(s)	6					
SB/ORGS 2100	2	Core	Individuals and Groups in Organizations	3		S4	Core	People & Organisations	3
SB/FINE 2000	2	Core	Introduction to Finance	3		S3	Core	Finance 1	3
						S4	Core	Finance 2	3
SB/ORGS 2200	2	Core	Organizations and Their Environments	3		S3	Core	Responsible Leadership	2
						S1	Core	Productive Behavior	2
SB/ACTG 2020	2	Core	Management Accounting Concepts	3		S3	Core	Costs & Budgets: introduction & practices	3
SB/SUST 2060	2	Core	Business and Society	3		S1	Core	Learning Together	3
						S4	Core	Companies & Climate Change	1
						S4	Core	Diversity and Inclusion in the Workplace	1
SB/OMIS 2050	2	Core	Analyzing Data for Business Decisions	3		S2	Core	Statistics	3
						S1	Core	Excel and Introduction to Descriptive Statistics	3
						S2	Core	Programmation Python	3
SB/OMIS 2010	2	Core	Introduction to Operations and Supply Chain Management	3		**No equivalent course from ESSEC's Y1&2 (available in ESSEC's Y3&4)**			
	2	Elective	Non-business elective(s)	9					
SB/SGMT 3000	3&4	Core	Strategic Management	3		**No equivalent course from ESSEC's Y1&2 (available in ESSEC's Y3&4)**			
	3&4	Elective	Schulich Electives (3000-4000)	21					
	3&4	Elective	Schulich Electives or Non-Business Electives	24					
	3&4	Elective	Non-Business Electives (outside SB, language courses)	12					

Appendix D: Academic Plan at Schulich in Years 3 and 4 (*ESSEC Students at Schulich*):

Term	Course type	Schulich BBA Course Title	SSB CREDITS
Yr 3 W	Core	Introduction to Operations and Supply Chain Management	3
Yr 3 F/W	Core	Strategic Management	3
F/W	*Elective*	*Schulich Electives (2000-4000)*	*18*
F/W	*Elective*	*Schulich Electives or Non-Business Electives*	*12*
F/W	*Elective*	*Non-Business Electives (outside SB, language courses)*	*12*
Total SSB Credits			*60*

For ESSEC students wishing to concurrently complete the ESSEC degree requirements while at Schulich, the following courses can be taken and credited toward the Schulich elective requirement:			
F/W	*Elective*	Schulich Work Placement course/s (Internship)	9
F/W/S	*Elective*	Schulich Guided Study (Dissertation)	3

Flexible degree completion pathways are available to enable ESSEC students to complete the ESSEC internship & dissertation within the Schulich degree, if student-preferred. For example:



Appendix E: Academic Plan at ESSEC in Years 3 and 4 (*Schulich Students at ESSEC*):

Year	Semester	Course type	Course Title	ECTS
3	5	Core	Leading and Managing Teams	4
3	5	Compulsory	Research Methods (Online)	2
3	5	Elective	BCS Course 1	4
3	5	Elective	BCS Course 2	4
3	5	Compulsory	Language Course 1	4
3	5	Compulsory	French as a foreign language	4
3	5	Elective	Elective course/s	2
3	5	Elective	BCS course 3	2
3	5	Compulsory	Language course reserved for intl student	4

3	6	Core	International Negotiation	2
3	6	Core	Strategic Management	4
3	6	Elective	BCS Course 1	4
3	6	Elective	BCS Course 2	4
3	6	Compulsory	French as a foreign language	4
3	6	Elective	Elective course/s	6
3	6	Elective	BCS course 3	2
3	6	Compulsory	Language course reserved for intl student	4
4	7	Compulsory	Decisional Internship Validation	*30**
4	8	Compulsory	Bachelor Dissertation	6
3 or 4	5 to 8	Elective	Elective courses	36*
Total ECTS				132

*To ensure consistency and alignment with Schulich's current work placement credit weighting, we will transfer only 9.0 credits from the work placement (Decisional Internship Validation) toward the Schulich degree (counted as an upper year SSB elective). Schulich students at ESSEC will be required to complete an additional 6.0 credits (total of 18 credits / 36 ECTS) of electives at ESSEC to validate the required 60 credits toward their Schulich BBA degree

Appendix F: Credit Transfer Arrangement

ESSEC uses the European credit system known as European Credit Transfer and Accumulation System (ECTS). Schulich recognizes ECTS to York credits on a 2:1 equivalency ratio:

ECTS	York/Schulich Credits
3	1.5
6	3
9	6
30	15

Each institution has agreed to transfer credits taken in Year 1 and Year 2 toward the degree requirements of the other. Generally, it is expected students will transfer the equivalent of 60 credits (120 ECTS) from their first two years of study. A degree audit will be conducted prior to year 3 to validate transfer credit.

Appendix G: Admission Requirements and Process (1.5)

Below is an outline of the admission requirements and process for the Schulich-ESSEC dual degree.

Outbound Schulich Students:

A. Eligibility:
- Full-time Schulich BBA students who are currently in Year 2 of their program
- Complete at least 60 credits by the end of Year 2
- Must meet ESSEC's language requirement: Proficiency in French is not a prerequisite for students who elect to pursue the English track, as all coursework in this stream will be conducted in English. However, students who possess a working knowledge of French and wish to enroll in select management courses taught in French must demonstrate a minimum proficiency level of B2.
- Minimum GPA of 6 out of 9 in Year 1
- Maintain a GPA of 6+ at the end of Year 2

B. Application Requirements:
- Online Application form
- Resume
- Most recent transcript
- Two letters of recommendation
- Two video essays

C. Selection Criteria:

- They must articulate how the dual degree program aligns with and will benefit their academic, personal and professional goals.
- Leadership potential and strong moral character
- Has professional and/or extracurricular involvement
- Demonstrate a strong commitment to understanding Europe's diverse and evolving business landscape

D. Application Process and timeline:
1. Submission of application requirements to Schulich. (Early October)
2. Shortlisting of students for interview. (Mid-October)
3. Interviews of short-listed candidates (End-Oct and Nov)
1. An offer of pre-admission will be sent to selected candidates. (December)

Inbound ESSEC Students:

A. Eligibility
- Enrolled as a full-time student at ESSEC.
- Must be nominated by ESSEC to Schulich.

- Academic requirement:
  - Minimum GPA of 6 out of 9 in the first year
  - Maintain GPA of 6+ (out of 9) at end of Year 2
- Language Proficiency: Students must have a high level of proficiency in English. We assess a student's proficiency through the following methods:

TOEFL	Minimum score of 600 (Paper based), 250 (computer based) and 100 (Internet based)
IELTS	Minimum score of 7
TOEIC	Minimum score of 850
English Language Program	Historical evidence that students have successfully pursued post-secondary studies in English

Application Requirements:

- Online Application form
- Resume
- Photo
- Recent transcript
- Proof of English proficiency if studying in a language other than English
- Two letters of recommendation (1 academic, 1 personal)
- Three video essays via Kira Talent platform

Selection Criteria:

- Applicants should demonstrate a clear idea of their intended professional field.
- They must articulate how the dual degree program aligns with and will benefit their career goals.
- Leadership potential and strong moral character
- Has professional and/or extracurricular involvement
- Outstanding academic ability
- Interest in Canadian/North American business landscape

Application Process and timeline:

1. ESSEC completes internal selection process as per their normal selection/nomination processes (October)
2. ESSEC nominates eligible students to Schulich (November)

3. Completion of Schulich dual degree application and Kira Talent videos (mid-November)
4. Short-listed candidates invited for selection interviews by Schulich (End November/December)
5. Selection decisions and acceptance letter sent to selected candidates and ESSEC (December/January)

Appendix H: BBA Program Learning Outcomes and Curriculum Map (2.1)

Appendix A

BBA Program Learning Outcomes and Curriculum Map

BBA LEARNING OUTCOMES	*The BBA is awarded to students who have demonstrated*	MGMT 1000	ECON 1000	ACTG 2010	ECON 1010	OMIS 1050	ACTG 2011	MKTG 1030	MGMT 1035	ACTG 2020	SUST 2060	ORGS 2100	FINE 2000	ORGS 2200	OMIS 2050	OMIS 2010	SGMT 3000	ELECTIVES
1. Core Business Knowledge & Understanding	Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplina integrated perspective	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	R
2. Critical Analysis and Decision-Making	Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve com management or operational problems	I		A			A		I	A	A	I	A	I	A	A	A	R
3. Professional Communication	Communicate business concepts clearly and effectively in various formats using appropriate technology	A		I			I	A	A	I	A	A		A			A	R
4. Effective Teamwork	Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members	A						A	A		A	A		A		A	A	R
5. Responsible Business and EDI	Identify and respond to ethical, social, environmental issues (including decolonization, equity, diversity, and inclusion) arising in bu decision-making by interrogating assumptions about the role of business in society	A	R	R	R	R	R	R	R	R	A	R	R	R	R	R	R	R
6. Global Perspective	Situate and compare issues and approaches to business decision-making in the global context	I	I	I	I		I		A	I	R					I	R	R

Key: I = Introduced; R= Reinforced; A = Assessed Individually for Achievement

Alignment of BBA Program Learning Outcomes to OCAV UDLEs:

Program Learning Outcome (PLO)	Relevant OCAV Degree Level Expectations (UDLEs)	Justification / Explanation
1. Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary integrated perspective.	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 7. Autonomy and Professional Capacity	Reflects strong foundational understanding of business and interdisciplinary methods (1, 2). Supports autonomy and lifelong learning as part of professional identity (7).
2. Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management and operational problems.	3. Application of Knowledge 2. Knowledge of Methodologies 5. Awareness of Limits of Knowledge 7. Autonomy and Professional Capacity	Applies learned methods to solve complex problems (3), draws on multiple ways of knowing (2), recognizes uncertainty (5), and demonstrates independent judgment (7).
3. Communicate business concepts clearly and effectively in various formats using appropriate technology.	4. Communication Skills 7. Autonomy and Professional Capacity	Focuses on clarity and effectiveness of communication (4), and use of tools/technologies shows independence and professional capacity (7).
4. Collaborate effectively on teams, leveraging diverse experiences and expertise of all members.	4. Communication Skills 6. Awareness of Limits of Knowledge 7. Autonomy and Professional Capacity	Requires strong interpersonal communication (4), respect for diverse viewpoints and recognition of knowledge boundaries (6), and team-oriented responsibility (7).
5. Identify and respond to ethical, social, environmental issues (including decolonization, equity, diversity, and inclusion) arising in business decision-making by interrogating	1. Depth and Breadth of Knowledge 5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity	Reflects integration of societal concerns into business thinking (1), critical self-awareness (5), and ethical responsibility as professionals (6/7).

assumptions about the role of business in society.		
6. Situate and compare issues and approaches to business-decision making in the global context.	1. Depth and Breadth of Knowledge 3. Application of Knowledge 6. Awareness of Limits of Knowledge	Requires global understanding (1), thoughtful comparison of global approaches (3), and recognition of cultural/contextual limits of knowledge (6).

Appendix I: Consultation and Support Letters (5.1)

ESSEC
BUSINESS SCHOOL

Cergy, 13 May 2025

Subject: Support for the ESSEC–Schulich Double Degree BBA

Dear Colleagues,

I would like to express my sincere support for the double degree BBA currently being developed between ESSEC Business School and the Schulich School of Business.

Since the signing of the Memorandum of Understanding in June 2024, I have viewed this program as a natural and exciting next step in the longstanding relationship between Schulich and ESSEC—a relationship that has been shaped by years of successful student exchanges and mutual engagement.

In my view, this double degree represents a timely and strategic opportunity to offer students a co-branded undergraduate experience of exceptional value. It will allow them to benefit from the academic strengths and cultural perspectives of two world-class institutions, while also gaining meaningful cross-cultural competencies, exposure to diverse job markets, and expanded opportunities for networking among graduates and alumni.

At a time when global higher education faces increasing uncertainty, I believe this initiative is a powerful example of how institutions can build deeper ties and foster meaningful academic bridges. I am convinced that such collaborations not only enhance the educational journeys of our students, but also reinforce a shared commitment to excellence, diversity, and innovation.

I fully support this partnership and am eager to see the double degree implemented and made available to students as soon as possible.

With warm regards and sincere appreciation for your continued collaboration,

Prof. Vincenzo Vinzi

Dean and President
ESSEC Business School

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Schulich School of Business York University

Statement of Support from Anchor Dean

Memorandum

To: Whom It May Concern
Cc: Kiridaran Kanagaretnam, Associate Dean Students, Schulich School of Business
From: Detlev Zwick, Dean, Schulich School of Business
Date: May 14, 2025
Subject: Support for the Major Modifications to the BBA to Establish Dual Degrees with ESSEC and Esade Business Schools

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I am writing to express my full support for the major modification proposals to the Bachelor of Business Administration to establish two dual degrees—one with ESSEC Business School and the other with Esade Business School—in a 2+2 bidirectional curricular structure. As the NOI details, both partner institutions are triple accredited by AACSB, EQUIS, and AMBA and offer undergraduate programs with curricula aligned to Schulich's programming. The School is not just supportive, but also excited about the opportunities this proposal will bring for students to have immersive study abroad experiences in deeply internationalized programming. This is a step towards a more global and diverse learning environment.

Regarding resource implications, we anticipate minor one-time costs associated with updating our marketing materials. As you will see in the proposal, the dual degree partnership will use the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

In terms of strategic enrolment, we anticipate that an initial intake will be relatively small (4-5 students each for Esade and ESSEC). Over time, we expect that interest in the dual degree options will grow but steady state will be mediated by ever-changing global political factors, the additional cost of traveling abroad, and student choice. Because students pay fees at their home institution only, our partnership agreements with these schools require that there is parity between the number of students we send abroad and the number of students we welcome from the partner schools each year. These and other details of the partnership agreements were reached in consultation with the deans. I met individually with Dr. Joan Rodon of Esade and Dr Vincenzo Vinzi of ESSEC at the European Foundation for Management Development (EFMD) conference in 2024. Following these consultations, Dean Vinzi signed a

Memorandum of Understanding about the establishment of the dual degree when he visited us at Schulich last year.

Concerning academic and strategic alignment, the major modification proposals advance the York University Academic Plan, 2020-26, and Schulich's Integrated Resource Plan, 2025-26. By establishing the dual degree options in the BBA, the proposals and modified program align with the UAP priorities to "continually reinvent our programs," to "pursue inclusive excellence by... ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews." The dual degree options will also align with the UAP Priority of "Advancing Global Engagement" by exposing Schulich, ESSEC, and Esade students to global learning and by "cultivating new partnerships... to expand our global reach and profile."

In conclusion, I wish to express my full and enthusiastic support for the establishment of the BBA dual degree options with ESSEC and Esade. We also thank the proponent, Professor Kanagaretnam, and Schulich's Student Services and International Relations team for their work to advance this initiative.

Sincerely,

Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business

University Policy

Academic Consideration for Missed Course Work, Policy on

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	27 February 2025
Effective Date:	1 September 2025
Last Revised:	27 February 2025; October 1, 2025, effective on Senate approval, October 2025

1. Preamble

The University recognizes that a student's ability to meet their academic obligations may sometimes be impeded by extenuating circumstances, and as such is committed to considering requests for temporary academic consideration.

2. Purpose

The purpose of this Policy is to establish the criteria and process for requests for academic consideration for missed assessments in a manner that balances student support with preservation of academic integrity of courses and programs.

3. Scope and Application

This policy applies to students in all undergraduate academic credit courses, and students in integrated (graduate/undergraduate) academic credit courses. The Policy does not apply to:

- Osgoode JD program
- York University School of Medicine
- requests for academic consideration for missed examinations during the scheduled formal examination period, or

- assessments that are worth more than 20% of the overall course grade.

4. Definitions

The following definitions apply to this policy.

Academic Consideration: the consideration of requests for temporary relief for missed assessments due to qualifying reasons outlined in this policy.

Academic Obligations: the expectation that students will regularly attend classes, be prepared for classes by completing readings and other assigned work, complete assessments, and submit assignments on time.

Attending Physician's Statement: the form[1] that, when completed by a licensed physician or licensed medical practitioner who is recognized to be in good standing with the relevant medical professional governing body, attests to a student's medical/health reason that explains why and for how long the student is/may be unable to meet their required academic obligations.

Consideration Period: a period of academic consideration during which the student, due to extenuating circumstances, is unable to attend classes or meet academic obligations across all enrolled courses. This period will be no more than seven (7) days, including weekends and statutory holidays, and only applies to self-reported absences.

Course Director: the course instructor.

Date for Resumption of Responsibilities: the day following the end of a consideration period, upon which a student will resume their academic responsibilities.

Extenuating Circumstances: are health conditions or other specified reasons outlined in this policy, that temporarily interfere with or prevent a student from meeting required academic obligations.

Self-Reported Absence: a student reported absence, due to extenuating circumstances, which renders the student unable to meet required academic obligations, including scheduled in-class assessments and assignment deadlines.

5. Policy

5.1. Requests for Academic Considerations

[1] York University's Attending Physician's Statement form is available at https://secure.students.yorku.ca/pdf/attending-physicians-statement.pdf

a. The following extenuating circumstances qualify for students' requests for academic consideration under this policy:
   i. A short-term health condition such as illness, physical injury, or scheduled surgery;
   ii. Bereavement of an immediate family member; and/or
   iii. An unforeseen or unavoidable incident beyond a student's control that precludes a student from meeting their academic obligations.

b. The following circumstances do not qualify for students' requests for academic consideration under this policy:
   i. Personal social obligations;
   ii. Travel unrelated to a student's academic program;
   iii. Technological issues;
   iv. Non-medical circumstances such as family or employment obligations;
   v. Ongoing physical or psychological illness or an existing disability;
      - For ongoing illness or disability, students may contact Student Accessibility Services for support. Accommodation may be sought through Student Accessibility Services under the Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities.
   vi. Religious observances;
      - Students may seek accommodation under the Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances.
   vii. Mandatory legal obligations such as jury duty;
      - Students must inform instructors immediately on notification of legal obligation and discuss alternate plans, where needed, to meet academic obligations.

c. Students may submit up to two self-reported absence requests per 12-week term, and one self-reported absence request per six-week term, without needing an attending physician's statement.

d. Requests for academic consideration will cover a maximum period of seven (7) continuous calendar days across all courses (hereafter the "consideration period"). The seven-day window can be retroactive or proactive from the date of the missed assessment or assignment deadline.

e. An instructor, course department or Faculty may request supporting documentation, such as an attending physician's statement, for academic consideration requests beyond what is permitted under 5.1.c. and 5.1.d. of this Policy.

f. Academic consideration, regardless of when requested or granted, will terminate at 08:30 Eastern Time (ET) on the day following the last day of classes in the term or at 23:59 ET on the Sunday before the start of the exam period, unless otherwise specified by a student's home Faculty.

g. It is at the discretion of the course director, course department, or the Faculty, to determine appropriate accommodation options for academic considerations granted under this policy, which include but are not limited to:

    i. Waiver of assignment
    ii. An extension
    iii. A modified schedule for assignments, projects, labs, or placements
    iv. An alternative assignment
    v. A re-weighting of term marks

h. Where built-in accommodations are established for the course for the 5.1.a, the Course Director may decline providing additional accommodations based on 5.1.g.

i. Students must communicate with instructors about options for missed academic obligations no later than two (2) business days after the end of the consideration period covered by the self-reported absence/request, or upon their return following an absence supported by medical or other verifiable documentation.

5.2. Privacy

a. All requests for academic consideration and related communications will be maintained in accordance with the University's *Policy on Access to Information and Protection of Privacy*; *the Freedom of Information and Protection of Privacy Act*; the *Personal Health Information Privacy Act,* and any other applicable laws. Personal information of students will be viewed only to the extent necessary to consider requests for academic accommodation as set out in this Policy.

5.3 Academic Conduct

a. Evidence that requests for academic consideration have not been executed in good faith, including but not limited to the submission of false statements or altered

documents, may be subject to investigation under the Academic Conduct Policy and Procedures.

6. Roles and Responsibilities

6.1. All members of the University community bear responsibility for implementing this policy and should make themselves familiar with the policy and the related resources available to them.

6.2. Students are responsible for:

a. keeping abreast of their progress throughout their courses;

b. considering the implications of postponing tests or midterm examinations or delaying the submission of assignments;

c. being proactive and to communicate with their instructors, informing them of any known or foreseeable extenuating circumstances which may impede their ability to uphold their academic obligations, including performance in an assignment, test, examination, or other assessment, prior to the assignment, examination or assessment;

6.3. Course directors or relevant course/academic department or Faculty are responsible for:

a. acknowledging receipt of self-reported absences.

6.4. The Office of the University Registrar is responsible for ensuring the necessary supports are in place to implement this Policy and Procedure, and to inform students about the Policy, Procedure and supports, accordingly.

6.5. Faculties, departments, and academic programs are responsible for informing faculty, instructors, and staff about this Policy and Procedure, and related supports in place for implementation.

7. Review

7.1. This Policy will be reviewed at least every five years.

8. Procedure

8.1. Students who experience extenuating circumstances may request academic consideration by:

i. Submitting a self-reported absence/request form for academic consideration, as set forth in these procedures; and

ii. Informing their instructor(s), when possible, of the extenuating circumstance and discussing possible alternative arrangements for satisfying their academic obligations; or

iii. Informing the instructor(s) offering the course(s), and submitting an attending physician's statement, where required by this Policy and Procedure (see Section 5.1.e).

8.2. Petitions

i. A student who has been denied a request for academic consideration, as set out in Sections 3 and 5.1 of this Policy, may petition the decision to the body designated with handling petitions in the student's home Faculty, in accordance with the petition timelines, procedures, and processes of the relevant Faculty.

ii. The type of academic consideration provided by a course director (Section 5.1.g) is not subject to petition.

8.3. The following applies to requests for academic consideration due to extenuating circumstances where the conditions for self reported absence/request have not been met:

i. Unless otherwise specified by a student's home Faculty, students must submit a completed, signed attending physician's statement, to the course responsible unit/department. Documentation must indicate the period and severity of illness and the expected date to resume academic responsibilities, and must be submitted no later than seven (7) days after the date specified in the documentation for resuming responsibilities.

ii. If the request for academic consideration is granted, the consideration period will normally be that specified in the medical documentation. Absences are deemed to start at midnight on the first approved day and end at 23:59 ET on the final approved day.

Legislative history:	Approved by Senate: 27 February 2025
Date of next review:	February 2030
Policies superseded by this policy:	N/A

Related policies, procedures, and guidelines:	Academic Conduct Policy Faculty-level Petitions Guidelines Limits on the Worth of Examinations in the Final Classes of a Term (Policy) Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances Policy on Access to Information and Protection of Privacy

University Guideline

Grade Reappraisal Principles

Topic:	Academic Conduct and Student Appeals
Approval Authority:	Senate
Approval Date:	May 2007
Effective Date:	May 2007
Last Revised:	October 1, 2025, effective on Senate approval, October 2025

1. Guidelines

1. Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modelled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered, or confirmed.
2. In the event that students are still not satisfied with the final grade or the course director is not available to review the work, students may submit in writing a formal request for a grade reappraisal to the department or unit in which the course is offered*. The Senate-approved deadline for submitting grade reappraisals is February 15 for fall term grades, June 15 for fall/winter session and winter term grades, September 30 for summer session grades, or a minimum of 21 days from the release of grades, whichever is later. When a submission deadline occurs on a weekend or holiday, requests will be accepted up until the end of the next available business day. Exercising discretion about minor delays in meeting the deadline, resulting from slow mail delivery or extraordinary circumstances, is reasonable.

*The exceptions are as follows:

- For courses offered by the Faculty of Education, Osgoode Hall Law School or Schulich School of Business, the requests for reappraisal are submitted to the office of the relevant Associate Dean.
- For courses offered by the Faculty of Environmental and Urban Change, grade reappraisal requests are submitted to Student Academic Services, 137 Health, Nursing & Environmental Studies Building.
- For courses in the York University School of Medicine, students follow assessment and appeal procedures established within the Faculty of Health.

3. If the condition of sufficient academic grounds has been met, the relevant department committee, Department Chair, Associate Dean or Graduate/Undergraduate Program Director will be responsible for ensuring that the work is reappraised by an appropriate faculty member, ensuring anonymity of both the student and the reappraiser, and for communicating the result of the reappraisal (including the reappraiser's comments) and the route of appeal to both the student and the course director. The reappraiser will be given the nature of the assignment and the rationale for the original grade. It is expected that every effort will be made to render the decision within 30 days of the reviewer having received the work.
4. Parties to the decision may appeal a negative decision on a request for a reappraisal, or the result of the reappraisal itself to a Faculty-level appeals committee in the Faculty in which the course is offered (or, in the case of the Faculty of Graduate Studies, to the Dean) only on the ground of procedural irregularity.

   Procedural irregularity is defined as actions taken or not taken by a Department, Faculty, Graduate Program, its officers, committees, or members with respect to the previous disposition of the case which violate or nullify one or all of the following:

   - Normal and written procedures of the University, Faculty, Graduate Program or Department concerned;
   - Consistency in the Faculty's, Graduate Program's or Department's handling of cases substantially similar to that being appealed;
   - Principles of equity, natural justice, or fairness, whether or not such violation occurred in accord with written or customary procedures. Appeals based on allegations of these last procedural irregularities should allege and demonstrate obvious bias or other misbehaviour on the part of the officers or agents of the University and for which redress was not provided by an authority which considered the case prior to the appeal.

Appeals must be submitted within 21 days of notification of the decision. Faculty committees may waive that deadline when special circumstances are established by the appellant. No member of the Faculty committee shall consider an appeal if they considered the matter at an earlier level. At the discretion of the Faculty committee, the student and/or the faculty member may be invited to meet with the Committee to present his/her case orally. The Committee's decision will be taken in-camera, and it is expected that parties will be informed of the decision in writing within 30 days of the filing of the appeal.

5. Parties to the appeal at the Faculty-level may file an application for leave to appeal the decision to the Senate Appeals Committee (SAC) on the ground of procedural irregularity at the Faculty-level. Applications for leave to appeal must be submitted within 21 days of the notification of the Faculty decision. SAC may waive that deadline when special circumstances are established by the appellant. No member of SAC shall consider the application if s/he considered the matter at an earlier level. As explained in the SAC procedures, parties may appear before the Committee if leave to appeal is granted to make oral submissions on the ground of procedural irregularity. The Committee's decision will be taken in-camera, and it is expected that the parties will be informed of the decision in writing within 30 days of the filing of the application.
6. Parties to the decision of the Senate Appeals Committee may apply to the Committee to have the matter reconsidered if there is evidence of procedural irregularity on the part of SAC. Applications must be submitted within 21 days of the posting of the decision. SAC reserves the right to waive this deadline in special circumstances. Requests for reconsideration of a SAC decision will be considered by a panel of SAC members who did not serve on the panel first hearing the matter; it is expected that a decision will be rendered within 30 days of its submission.

Legislative history:	**Legislative History**: last approved by Senate (Consent) May 2007.
Date of next review:	October 2030
Policies superseded by this policy:	
Related policies, procedures, and guidelines:	Academic Conduct

University Policy

Grading Scheme and Feedback Policy

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	December 7, 1993
Effective Date:	September 1, 2004
Last Revised:	January 22, 2004; October 1, 2025, effective on Senate approval, October 2025

Policy

The grading scheme for all courses (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class.

Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term shall be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- graduate or upper-level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations (e.g. honours theses or graduate research papers not due by the drop date, etc.);
- practicum courses;
- ungraded courses;
- courses in Faculties where the drop date occurs within the first 3 weeks of classes;

- courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks).
- courses in the York University School of Medicine (students follow grading and progression standards established for the School of Medicine, Faculty of Health).

In unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.

Legislative history:	Approved by Senate Committee on Teaching and Learning: 1993/12/07; Approved by Senate: 1994/01/27; Date Effective: 1994/01/27; Revised by Senate: January 22, 2004; Date Effective: September 1, 2004
Date of next review:	September 2030
Policies superseded by this policy:	N/A
Related policies, procedures and guidelines:	Grading Scheme and Feedback Common Grading Scheme for UG faculties Grade Sheet Policy

University Policy

Progression Requirements to Maintain Honours Standing

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	December 15, 2005
Effective Date:	April 3, 2006
Revised	1 October 2025; effective on Senate approval October 2025

Policy

Students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in an Honours program, on warning, provided that they meet the minimum CGPA requirements as set out below:

Year Level	Credit Range	CGPA Requirements
Year 1	0 to 23	4.00
Year 2	24 to 53	4.25
Year 3	54 to 83	4.80
Year 4	84	5.00

This academic regulation does not apply to the following degree programs:

- B.Ed
- LLB/JD
- BBA and iBBA
- BScN
- BComm
- BHRM
- BEng
- MD

Notes:

1) This legislation does not impact Major GPA requirements.

2) Faculty to Faculty transfers into honours programs will occur according to the new CGPA requirements.

Legislative history:	Approved by Senate: December 15, 2005; effective date April 3, 2006
Date of next review:	September 2030
Policies superseded by this policy:	N/A
Related policies, procedures and guidelines:	Honours Progression Standing, Bachelor of Engineering (BEng)

The Senate of York University – Minutes

Meeting: Thursday, September 25, 2025, 2:30 pm
Dr. Robert Everett Senate Chamber, N940 Ross Building

L. Sergio (Chair)	J. Eastwood	M. Longford	C. Sánchez-Rodríguez
P. Burke-Wood (Vice-Chair)	D. Ellis	P. Luthra	V. Saridakis
S. Willey-Thomas (Secretary)	C-E. Enete	W. Maas	R. Savage
S. Abuaziza	C. Fanelli	M. Macaulay	S. Scialdone
A. Alam	T. Farrow	A. MacLachlan	T. Shanahan
G. Alboiu	M. Fiola	V. Mago	R. Shao
O. Alexandrakis	S. Gajic-Bruyea	A. Mapp	R. Skelton
M. Annisette	D. Gens	K. McPherson	B. Spotton Visano
T. Apelian-Sutor	A. Glasbeek	B. Meisner	T. Tasnim
M-H. Armour	J. Goodyer	R. Mir Eshghi	T. Taylor
A. Asif	K. Gray	M. Mohaghegh	P. Theophanidis
P. Aulakh	R. Green	A. Moradi	J. Thienpont
M. Baljko	J. Hafner	M. Morrow	J. Tingley
N. Balyasnikova	M. Hamadeh	Y. Munro	G. Tourlakis
L. Bay-Cheng	E. Hamm	Y. Murugarajan	S. Trivedi
S. Benmahbous	A. Harvey	R. Nasrazadani	R. Tsushima
D. Berbecel	M. Haslam	O. Olofe	E. Tungohan
M. Biehl	M. Hayward	R. Ophir	A. Valeo
K. Bird	M. Herbert	M. Ott	E. Van Berkel
S. Blake	R. Hili	A. Ouedraogo	C. van Daalen-Smith
S. Brooke	S. Hillier	D. Palermo	J. van Wijngaarden
M. Bunch	W-M. Ho	S. Paradis	W. van Wijngaarden
C. Burton	A. Horkova	P. Park	B. Vickerd
S. Bury	T. Kelly	S. Peacock	A. Weaver
M. Cado	R. Kenedy	E. Perkins	R. Wellen
R. Caines	T. Kirchner	D. Peters	B. Weobong
A. Chinael	N. Kishinchandani	L. Philipps	R. Whiston
C. Cowdy	T. Kubiseski	M. Poirier	M. Winfield
A. Czekanski	M. Lambert-Drache	S. Rehaag	S. Winton
S. Datta	F. Latchford	T. Remmel	X. Yu
S. Desai	R. Lenton	N. Ruest	D. Zwick
	D. Lia	P. Safai	

1. Chair's Remarks

The Chair, Lauren Sergio, welcomed new and returning Senators to the 720th meeting of Senate, thanked those who attended the orientation session earlier in the day, and expressed appreciation for their continued engagement in collegial governance.

Two senators requested minor amendments to the minutes of the June 26, 2025 meeting pertaining to Item 7b *Policy Framework for Temporary Suspension of Admissions to Programs* and Item 8a *ASCP Priorities*. The Chair and Secretary accepted them as friendly amendments that enhance clarity of details. With agreement that the June 26 minutes would be so amended, they were approved by consent.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

The Chair reported that no inquiries or communications were received for this meeting and noted one item of correspondence would be addressed under Other Business.

4. President's Items

The President opened her remarks by situating the University's planning within a challenging external environment shaped by tuition freezes, international enrolment caps, and broader economic and demographic pressures. She outlined the University's integrated strategic and resource planning framework, emphasizing its grounding in the Senate approved 2020-2025 University Academic Plan and highlighted alignment with thematic and divisional plans. Key highlights of the 2025-2026 priorities were shared.

A financial update confirmed that the University ended 2024-2025 with a smaller-than-budgeted deficit of $7.1 million (before transfers), attributed to increased revenues and cost management. She outlined the Board approved five-year operating budget and progress toward financial sustainability, including short-term administrative efficiencies, continued development of SHARP Budget Model 2.0 and realization of the YorkU Forward Action Plan.

The President also announced upcoming leadership transitions: Laina Bay-Cheng as Interim Provost and Vice-President Academic, Parissa Safai as Interim Vice-President, Equity, People and Culture, and Lisa Philipps as Interim President, all taking effect 1 January 2026. She concluded by announcing the Fall 2025 honorary degree recipients: Lilly Singh, Patricia Bovey, Maurizio Bevilacqua, and Eva Lau.

A copy of the presentation slides presented to Senate is filed with these minutes.

Following the President's remarks, several Senators posed questions regarding tuition changes in recent years, the status of the outcome of the Ombudsperson report and increase in accessibility of education, York's standing and public reputation, the impact of reduced international enrollment targets, and status of the programs impacted by the temporary suspension of admissions and impacts of cost reductions.

The President addressed each in turn, noting the various factors impacting tuition, that the Ombudsperson portfolio is under review, and that York continues to perform strongly in national and global rankings. She provided background on the Hyderabad Campus and funding plans for the School of Medicine. It was noted that two programs impacted by the temporary suspension of admissions are on the path to re-opening to

new admissions. The President also outlined the process by which cost reductions took place, including the necessary planning.

5. Executive Committee

a. Election of Members of Non-Designated Senate Committees

It was moved, seconded and *carried* "**that nominations be closed**." As a result of the vote the nominees were acclaimed to the positions.

b. Principles Governing a Presidential Search: Discussion of Joint Board-Senate Working Group Review

The Vice-Chair presented the report on the results of the Joint Board-Senate Working Group that reviewed the Principles and a discussion of the report followed with Senators providing views on the review and recommendation from the Working Group. Underscored in the discussion was the time-sensitive exercise of confirming any revisions to the Principles given the impending search for a new President.

The discussion included the suggestion that a review of the Renewal of a Presidential Term Procedures be done as to bring clarity to the question of whether a third term for a President is possible. Other concerns focused on a lack of clarity about whether research was undertaken by the Working Group on open searches and if consideration was given to previous versions of the Presidential Search Principles. It was clarified that any revisions to the Principles Governing a Presidential Search require approval from both the Board of Governors and the Senate. Senators discussed the process by which the Board and Senate select their respective members of a search committee. Representation of contract faculty and students on a search committee was an issue also raised.

Several senators expressed disagreement with the Working Group's recommendation to move to a simple majority in the vote to recommend a Presidential candidate to the Board of Governors, preferring the voting rule in the existing Principles.

The Executive Committee will reflect on Senate's feedback and report subsequently on the Principles at the October Senate meeting. Any additional feedback from Senate on the Principles was requested by 10 October 2025.

c. Information Items

The Committee reported on the following items:

- the Chair's ruling that a motion received related to the Policy on the Academic Consideration of Missed Coursework was deemed out of order as it exceeded Senate's authority, with the advice given to the mover to raise their concerns in the debate on a related motion included on this agenda.

- that Executive approved Senate Committee members nominated by Faculty Councils to the APPRC, Executive, Honorary Degree and Ceremonials Committees.
- the Chair's authorization for Senate's consideration of a substantive motion pertaining to the Senate Policy on Academic Consideration of Missed Course Work on this agenda, under Other Business for Which Due Notice Has Been Given.
- the Committee's preliminary discussion of its priorities for the coming year and call to other committees to do the same.
- receipt and review of the results of the 2024–2025 Senator and Senate Committee Member Survey with the feedback from the survey to be used to inform the Rules of Senate review this year and ongoing efforts to strengthen governance support of Senate.
- receipt of the final Senate attendance report for the 2024–2025 governance year.
- that no decisions were made under Senate's summer authority over July and August 2025.
- the confirmed schedule of Senate meetings for 2025–2026, noting the 2:30 pm start time and alternating in-person and virtual formats.

6. Academic Policy, Planning and Research Committee (APPRC)

a. Information Items

The Committee reported on the following items:

- its initial discussion of priorities for the coming year.
- in preparation for the UAP renewal exercise, the forthcoming UAP 2020-2025 Retrospective Report to be shared with Senate in early autumn.
- an update on planning for the School of Medicine, including progress to develop the MD program, meet accreditation requirements and prepare for the launch of the School in 2028.
- preliminary enrolment outlook for FW 2025-2026, including York's positive performance compared to other Ontario universities and strategy to counter challenges associated with international student caps and visa processing.
- the release by the President of the Faculties of the Future final report, with Senate advising APPRC that it wishes to engage in a discussion of the final report at its meeting in October 2025.
- an update on research related matters, including the 2025-2026 Vision for Research & Innovation, and priorities aligned with the University Integrated Resource Plan.

7. Academic Standards, Curriculum and Pedagogy Committee (ASCP)

a. Addition of a new Philosophy of Law Honours BA Major, Department of Philosophy, LA&PS.

Noting a correction to the effective date of the proposed new program to 1 July 2026, it was moved, seconded and *carried* **that Senate approve the establishment of the Philosophy of Law Honours BA Major in the Department of Philosophy, Faculty of Liberal Arts & Professional Studies, effective 1 July 2026.**

b. Information Items

The Committee reported on the following items:

- its approval of minor changes in the following programs:
    - *Faculty of Education*: Changes to the practicum course requirements for all options of the Bachelor of Education (B.Ed.) degree program, effective F2026 (ASCP 10 September 2025).
    - Faculty of Liberal Arts & Professional Studies (LA&PS): Addition of a direct entry admission option for the Bachelor of Arts (BA) degree program in Creative Writing (all options), Department of Creative Writing, effective F2026 (ASCP 10 September 2025); changes to the degree requirements for the Bachelor of Commerce (BCom) degree program in Information Technology and to the Professional Certificate in Information Technology Auditing and Assurance Stream, School of Information Technology, effective F2026 (ASCP 10 September 2025); and changes to the degree requirements for the Doctor of Philosophy (PhD) degree program in Human Resource Management, School of Human Resource Management, effective F2026 (ASCP 10 September 2025).
- Receipt of updates on the implementation of the Academic Consideration for Missed Course Work Policy, advising that the reporting system and related communications had been launched and that the Registrar, Vice-Provost Teaching & Learning, and UIT will continue collaborating to address community feedback.
- An update on that the implementation work for the new Grading Schemes, noting that conversion from the 9-point to the 4-point scale has been completed and confirmed (near completion) with all Faculties, with a formal launch date to be announced in January 2026.

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

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

Senate received the *Report of the Joint Sub-Committee on Quality Assurance* transmitted by the Academic Policy, Planning and Research Committee and the

Academic Standards, Curriculum and Pedagogy Committee. The report includes final assessment reports, 18-month follow-up reports and updates on student engagement in quality assurance activities as well as an update on the upcoming Quality Council Audit of York University.

9. Other Business for Which Due Notice has Been Given

a. Pause of the Senate Policy on Academic Consideration of Missed Course Work; temporary resumption of waiver of requirement for Attending Physician's Statements for course deferrals to support deferral of course work.

It was moved by Senator Ophir and duly seconded that that Senate approve:

- a pause of the policy as of 1 October 2025, allowing any self-reports completed in the month of September being accommodated within the parameters of the policy;
- requesting ASCP, within its responsibility for academic policy and making recommendations to Senate on "*matters concerning the planning, implementation, and evolution of the academic standards, regulations, curriculum and programs of Senate and Faculties*" advise on the best course of action to address the operational issues with the *Academic Consideration for Missed Course Work Policy* for its resumed implementation for FW 2026-2027; and
- that during the pause of the policy, the Senate-approved, recently used practice to waive of the requirement for Attending Physician's Statement (APS) to support deferral of course work be resumed effective 1 October 2025 through 31 August 2026, such that the requirement for an APS to support deferral of course work will be waived for any coursework other than final examinations or coursework weighted more than 20% of the course final grade.

Senators engaged in a discussion of the motion in which views were expressed on the challenges with the timeliness of updates to eClass scheduled for October 1 and concerns regarding the reliability and validity of the generated reports on students' self-reported absence requests. Senators raised the importance of maintaining compassion and flexibility for students while administrative processes continue to stabilize. The need for clear communication with instructors and students about the temporary waiver was emphasized, and several sought confirmation that a review of the policy would be undertaken during the pause period. Suggestions were made to use a beta testing period for the policy in Summer 2026 and the use of cross-functional implementation team. One Senator requested a commission of inquiry to learn from the process.

Several Senators highlighted the benefits of the policy as it relates to accessibility and cautioned that further confusion would be created by pausing the policy at this time.

The University Registrar advised that steps are being taken to address the implementation challenges, including enhancements to the online system and eClass updates to take effect 1 October 2025 which introduce new options for course instructors to receive student notifications. A review and consultation process are already underway.

On a vote, the motion was *defeated*.

Consent Agenda Items

10. Minutes of the May 2025 Meetings

The minutes of the meeting held on 26 June 2025 were approved, as amended, by consent.

11. Granting of Degrees, Certificates and Diplomas (Fall 2025 to Spring 2026)

Senate approved, by consent and as amended, the recommendation of the Academic Standards, Curriculum and Pedagogy Committee that:

- Senate authorize the granting of degrees at the University's convocations held in Fall 2025 and Spring 2026, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of the degrees listed in Appendix B;
- Senate authorize the granting of diplomas and certificates at the University's convocations held in Fall 2025 and Spring 2026, and individually to students at any point during the year who have fulfilled the requirements for receipt of the diplomas and certificates listed in Appendix B; and that
- Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed *recommended for certification* by the Council of the Faculty of Education.

12. Senators on the Board of Governors re: June 2025 Meeting of the Board

Senate received, for information, and approved by consent the report of the Senators on the Board of Governors regarding the June 2025 meeting of the Board, summarizing matters of interest to Senate.

Lauren Sergio, Chair_____

Sarah Willey-Thomas, Secretary_____

York University Board of Governors

Synopsis

491st Meeting held on 30 September 2025

Appointments / Re-appointments

Appointment of Lisa Smith, as a CUPE 3903 nominee, to the Pension Fund Board of Trustees, for a three-year term, effective September 1, 2025.

Re-appointment of Professor Adam Parachin, as an OHFA nominee, to the Pension Fund Board of Trustees, for a three-year term, effective October 1, 2025.

Approvals

Clinical Faculty Appointments Policy, effective October 1, 2025.

Whistleblower Policy, as amended, effective January 30, 2026.

Presentation

From the President, a presentation on York's Strategic Planning Framework, including the 2025-2026 Integrated Resource Plan and planning context. The President highlighted key successes over 2024-2025, and noted the upcoming release of the President's Annual Report. Strategic priorities for the year ahead include those identified in the twenty-two strategic actions of the Institutional Integrated Resource Plan. Updates were shared regarding the SHARP budget model, 2025-2026 budget, the Faculties of the Future report and new leadership in 2025 and 2026.

Reports

The Annual Report on the York University Pension Plan and Pension Fund.

Reports from each of the Executive, Academic Resources, External Relations, Finance and Audit, Governance, People and Culture, Investment, and Land and Property committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website: https://www.yorku.ca/secretariat/board-of-governors/meetings/.

Sarah Willey-Thomas, Secretary