



York University Board of Governors Notice of Meeting

Tuesday, November 27, 2018, 1:30 to 4:30 pm
Room GH121, Glendon Hall (The Manor)
Glendon Campus,
2275 Bayview Avenue, Toronto

PAGE

I. CLOSED SESSION

II. OPEN SESSION – 1:45pm approximately

1. Chair's Items (P. Tsaparis)
 - a. Report on Items Decided in the Closed Session
 - b. Consent Agenda Approval
2. Executive Committee (P. Tsaparis) *1:55 pm*
 - a. Action Taken on Behalf of the Board..... 1
3. President's Items (R. Lenton) *2:05 pm*
 - a. Strategic Focus 2018-2019
 - b. Budget Consultation (C. McAulay)2
 - c. Draft Statement of Policy on Free Speech (For Discussion)50
 - d. Kudos Report78
4. Academic Resources (B. White) *3:10 pm*
 - a. Canada Research Chairs: Equity, Diversity and Inclusion Action Plan (For approval)...82
5. External Relations (J. Lassonde) *3:20 pm*
6. Finance and Audit Committee (B. White for W. Hatanaka) *3:30 pm*
 - a. Fees (For approval)
 - Meal Plan Rates205
 - Undergraduate Residence210
 - York Apartments214

- 7. Governance and Human Resources Committee (D. McFadden) *3:45 pm*
 - a. Smoking Policy (For approval)219
- 8. Land and Property (R. Williamson) *4:00 pm*
- 9. Other Business *4:10 pm*
- 10. *In Camera* Session *4:15 pm*

CONSENT AGENDA

- 11. Minutes of the Meeting of October 2, 2018.....223

INFORMATION ITEM

- 12. Report on Cyclical Program Reviews: Completed Final Assessment Reports (APPRC-ASCP Joint Sub-Committee on Quality Assurance)230

Board of Governors

Memorandum

To: Board of Governors

From: Paul Tsaparis, Chair

Date: November 27, 2018

Subject: **Action taken by the Board Executive Committee on behalf of the Board**

The Executive Committee dealt with four items of business since the last meeting of the Board of Governors. Pursuant to the authority accorded to it under Article VI, 4 of the General Bylaws the Executive Committee approved the following:

- the negotiated settlement for the renewal of the collective agreement with the York University Faculty Association for three years to 30 April 2021;
- the financial mandate for the renewal of the collective agreement with CUPE 3903 Unit 4, representing 12 part-time librarians and archivists;
- the removal of deans from the University's current executive compensation framework, pursuant to the provincial Compensation Framework Regulation that came into effect in August 2018; and
- the negotiated settlement for the renewal of the collective agreement with the Osgoode Hall Faculty Association for three years to 30 April 2022.

Additional information on any of these items can be provided upon request.

Budget Consultation Fall, 2018

Rhonda Lenton, President & Vice-Chancellor

Carol McAulay, Vice-President Finance & Administration

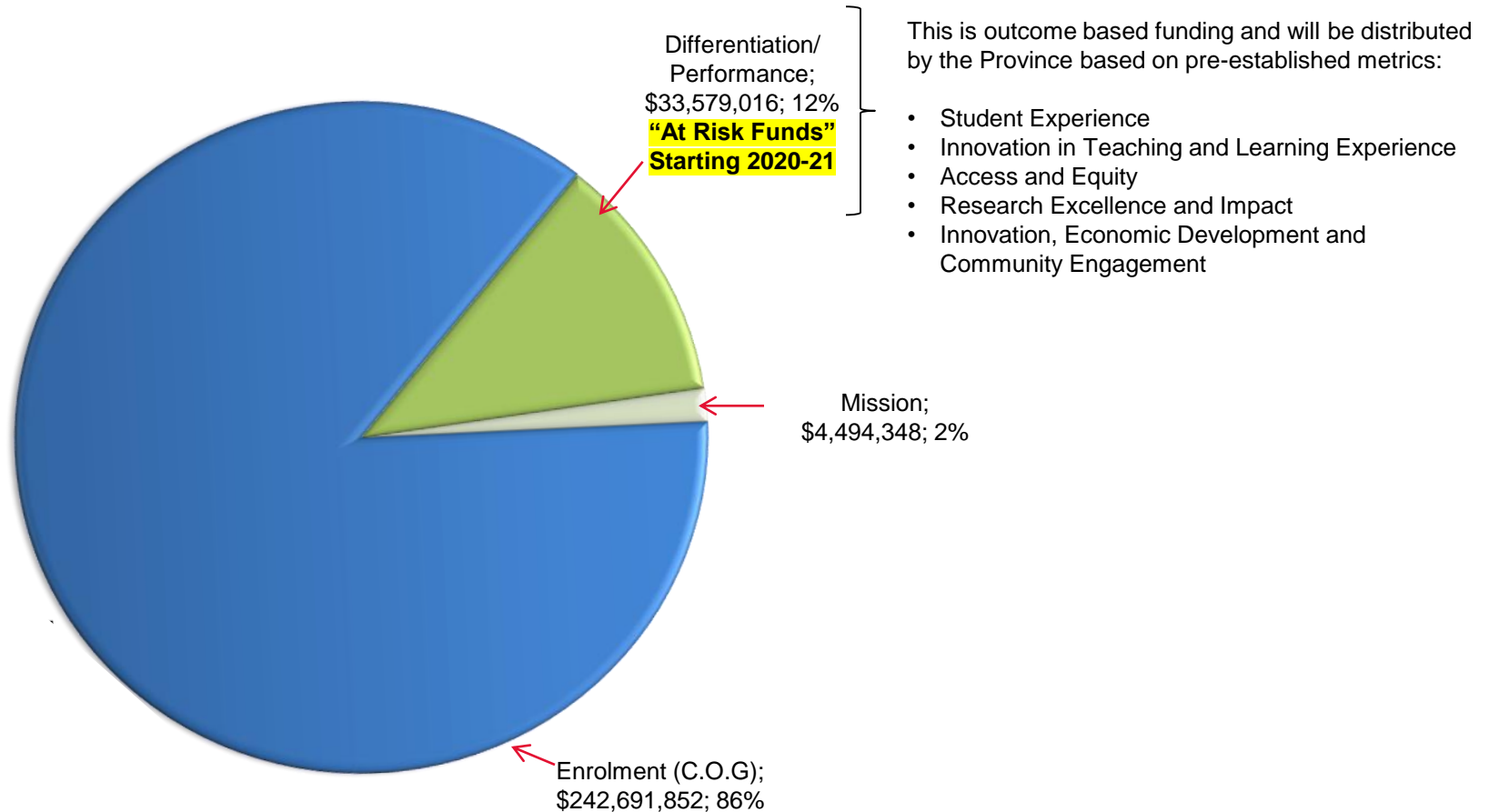
Lisa Philipps, Provost & Vice-President Academic

Provincial Context

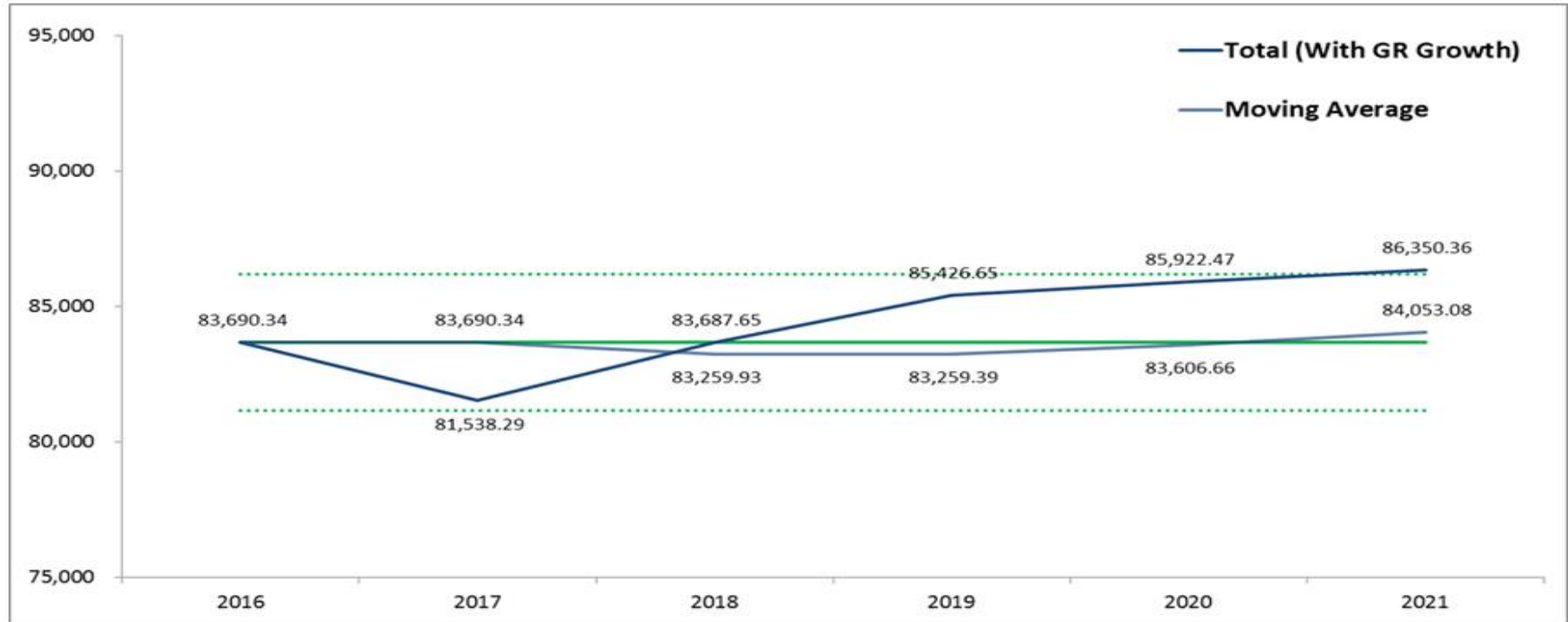
Potential for Efficiencies and/or Accountability Measures:

- Budget cut
 - 1% equates to a \$2.8M reduction to annual operating grant funding
- Tuition freeze
 - \$11M impact on domestic enrolment
- Potential changes to funding model and at risk performance based funding

Moving to Enrolment and Performance Based Funding York University 2016-17 Grants

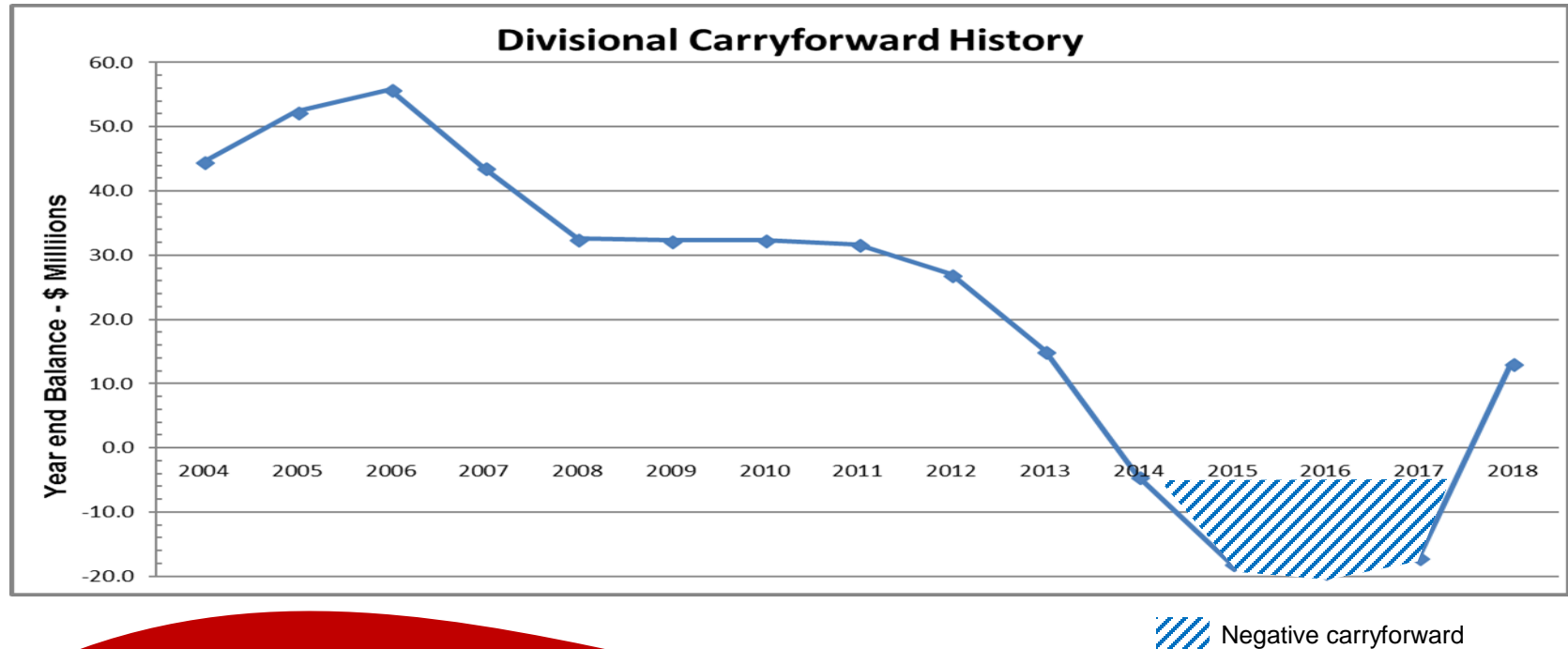


Enrolment Funding Corridor



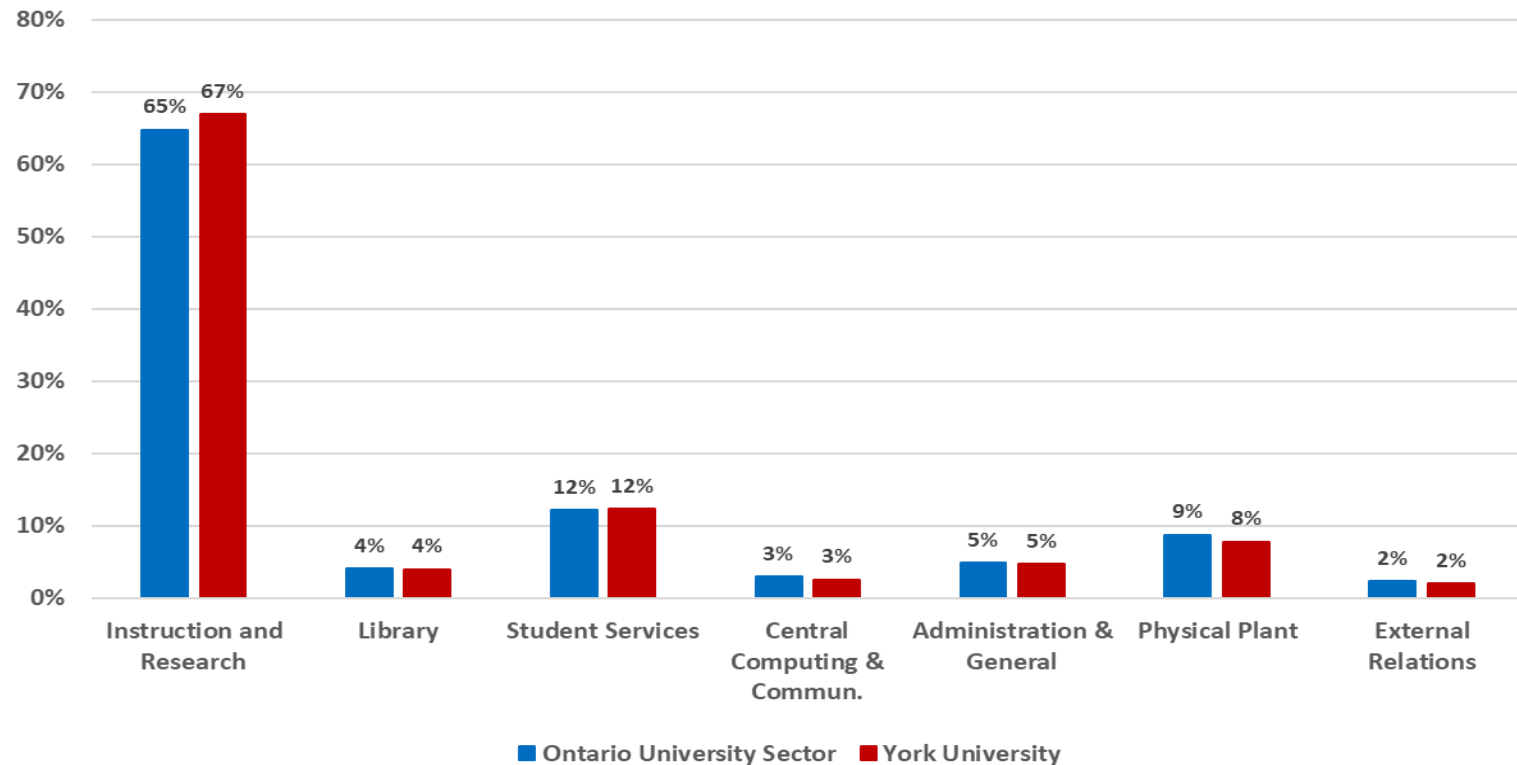
The enrolment portion of the grant transfer from government is based on a corridor with the midpoint set at 2016-2017 actuals. York's enrolment plan anticipated some growth over the next few years as we recovered from the impact of missing targets in 2013-2014. Falling outside the corridor based on a five year rolling average would result in a reduction in the grant transfer.

University Surplus/Deficit Carry Forward Positions - 2004 to 2018



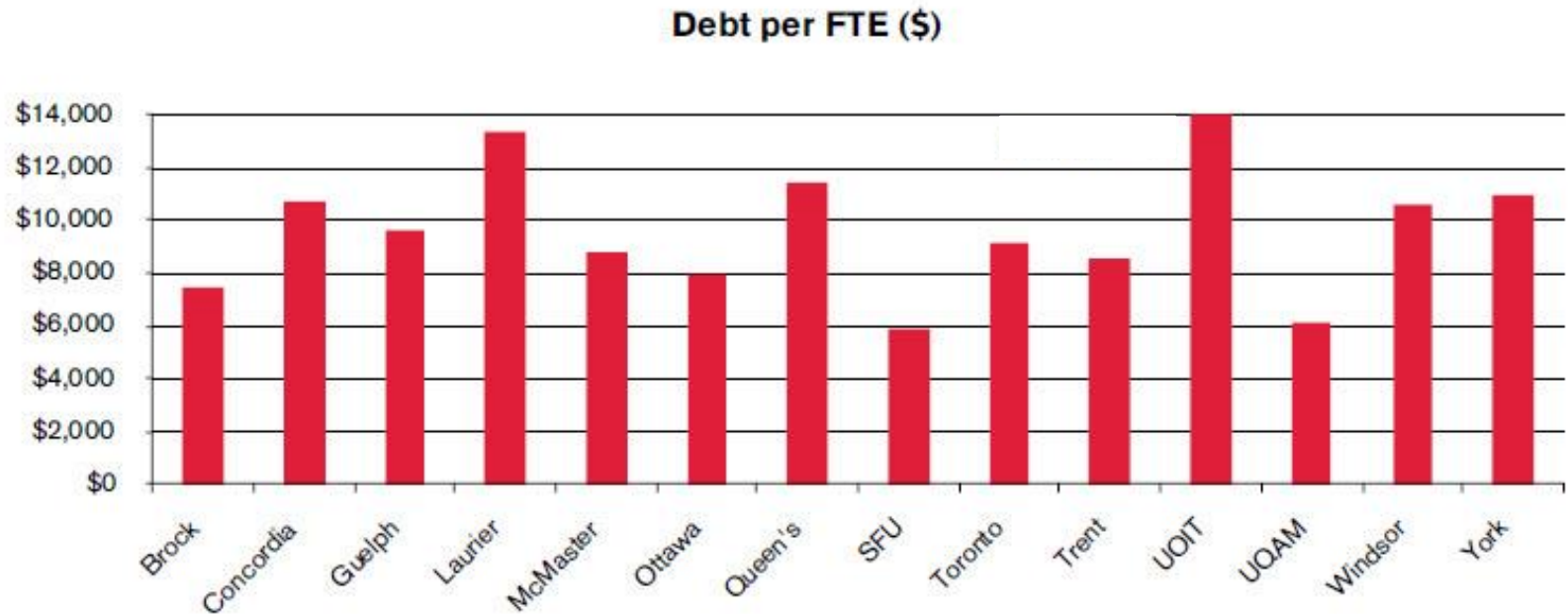
The University had returned to a balanced overall budget with a surplus beginning to offset negative carryforwards of 2014-17. However, a number of Faculties continue to have accumulated deficits, which need to be addressed. In addition, the impact of the labour disruption will impact financial results for fiscal 2018-19 and beyond.

Comparing Ontario University Sector to York Operating Fund Expenses by Functional Area (% Percentage)



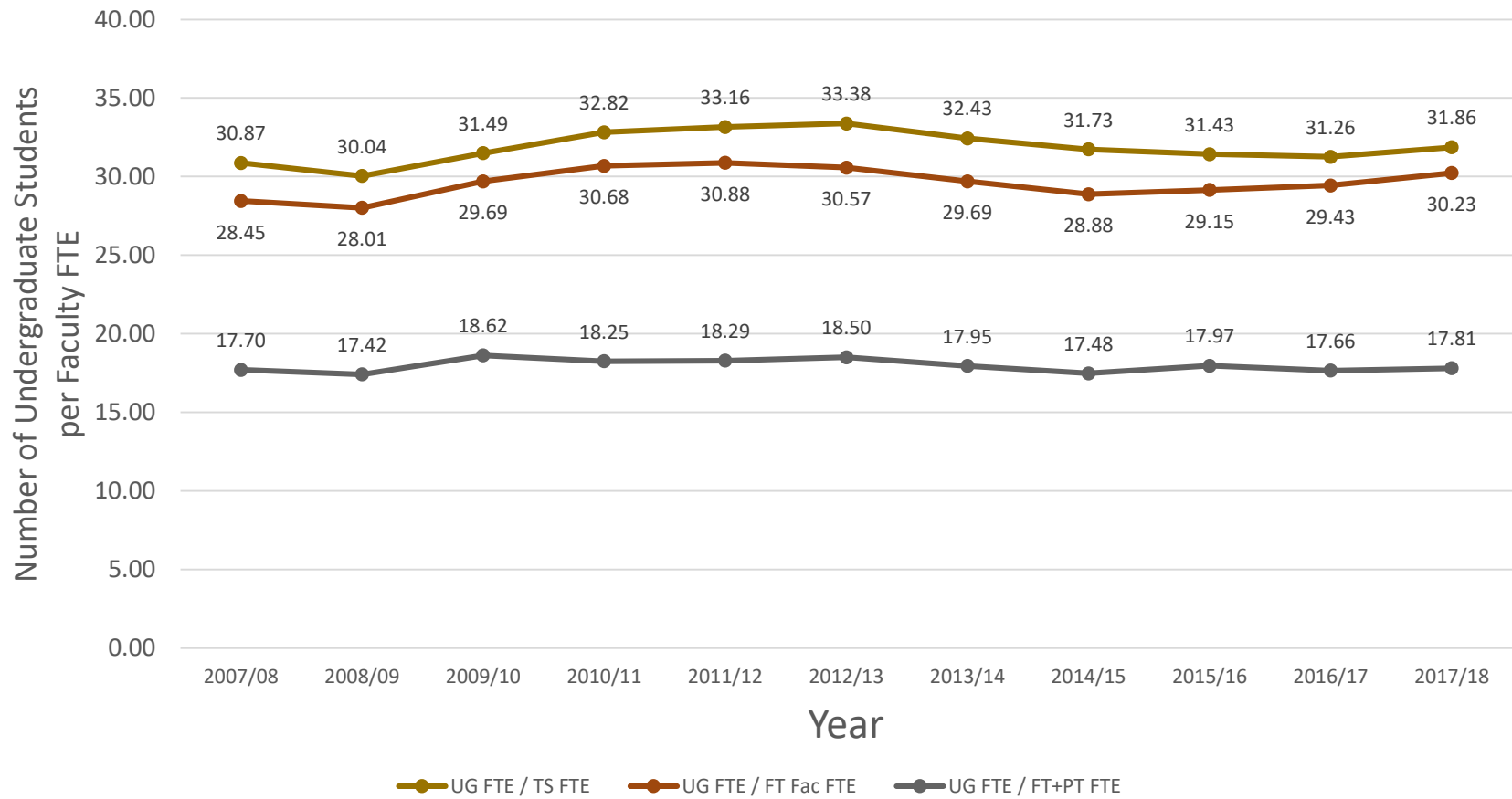
University Debt

- University debt is \$500M+
- Debt has financed academic and ancillary capital assets since 2002
- Annual interest payments are \$26.8M
- University has no capacity to increase its debt load
- University has a sinking fund with a balance of \$70.1M



Strengths and Achievements

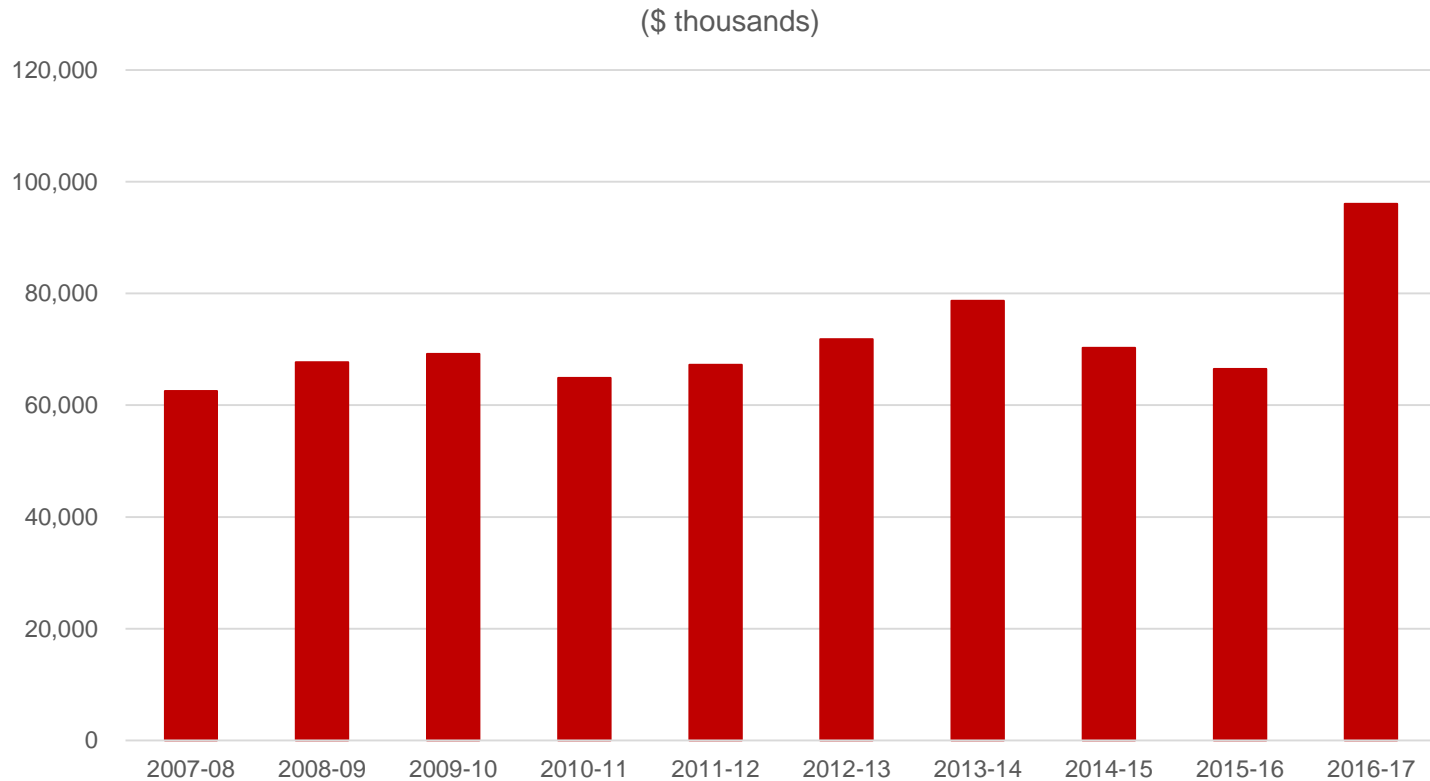
York University Student/Faculty Ratios (UG)



Source: Office of Institutional Planning and Analysis



York University Sponsored Research

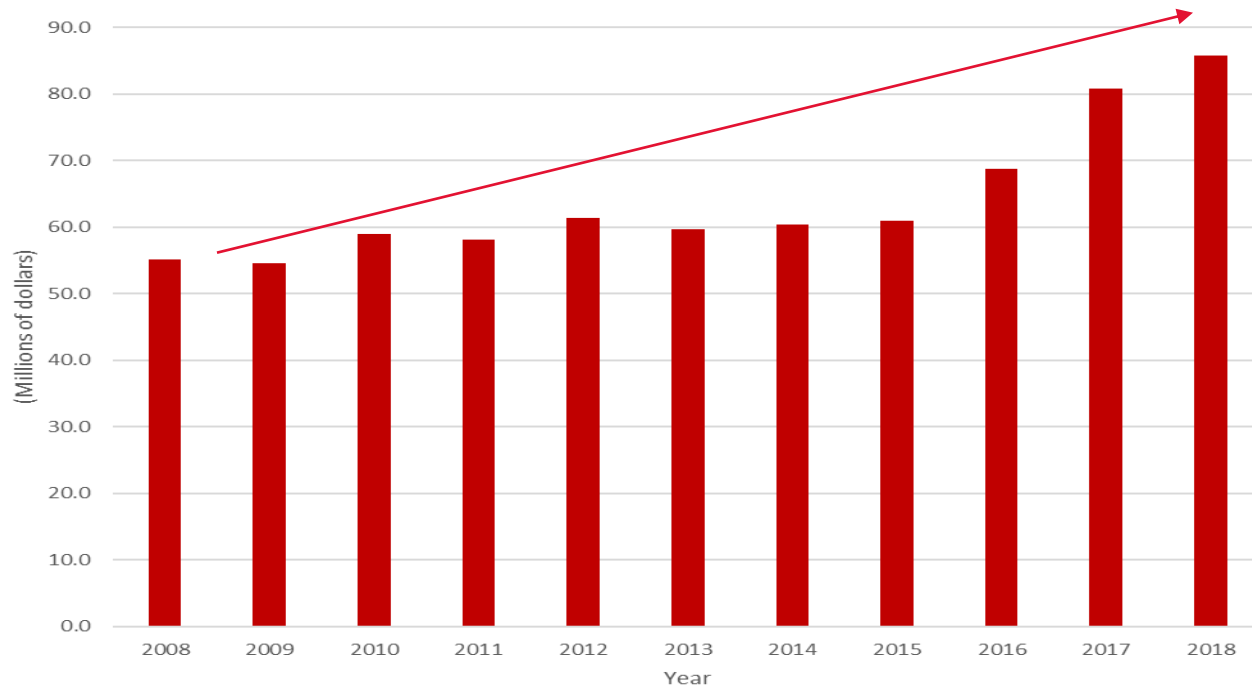


University Research Rankings

	FY2012	FY2013	FY2014	FY2015	FY2016
Publication Rank	#19	#19	#19	#19	#18
Publication Impact	#11	#11	#16	#26	#22
Publication Intensity	#33	#34	#30	#31	#26
Total Sponsored Research Income	#22	#22	#21	#21	#21
Research Funding Intensity	#38	#37	#39	#34	#36

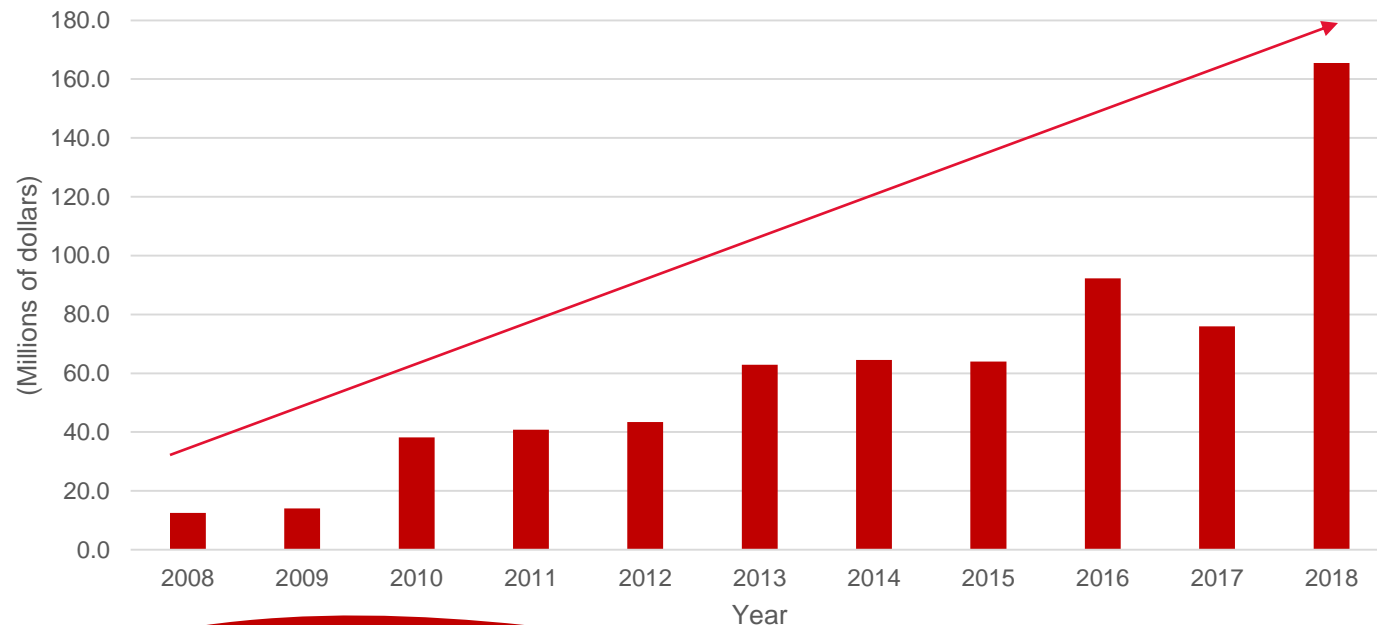
*Based on Thomson Reuters

York University Student Support



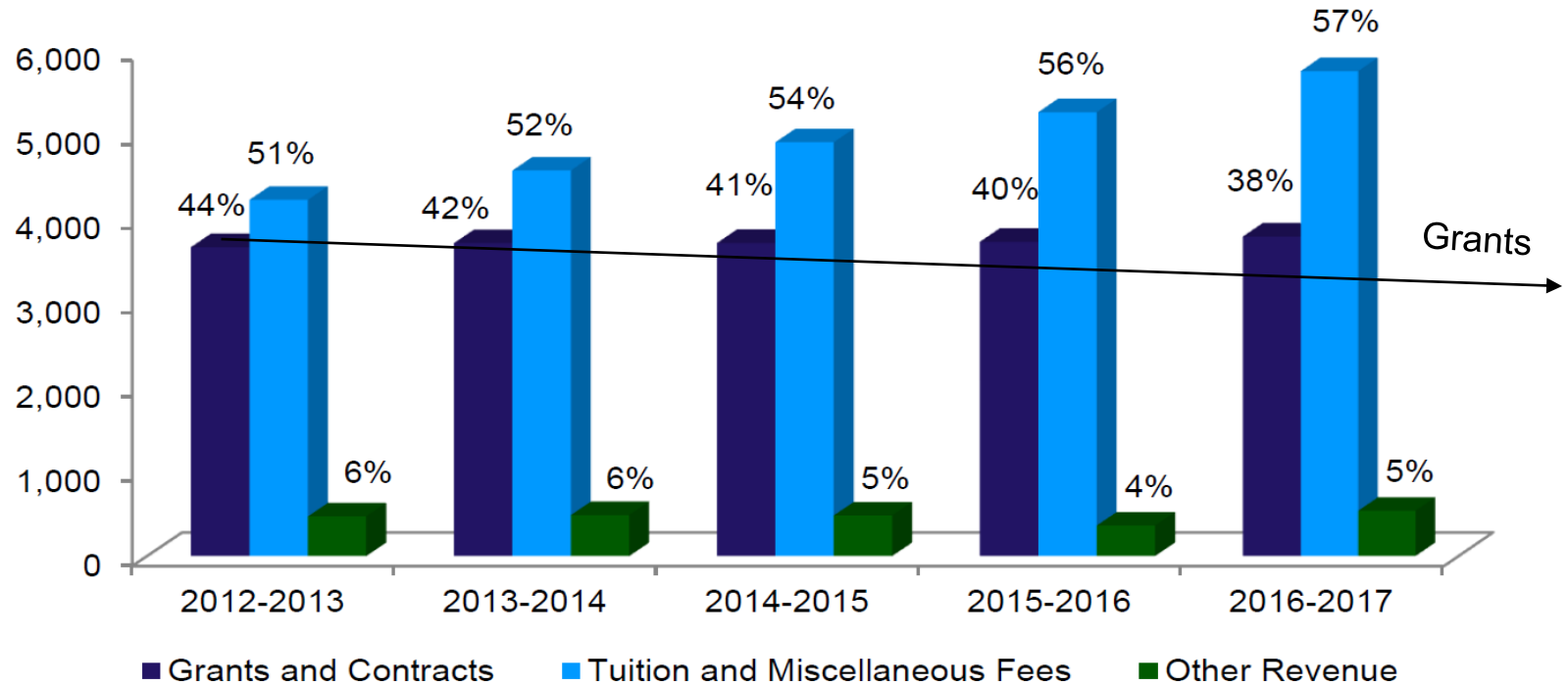
The University has been making significant investments in student support for both undergraduate and graduates.

OSAP Grants Directed to York Students (Undergraduate and Graduate)



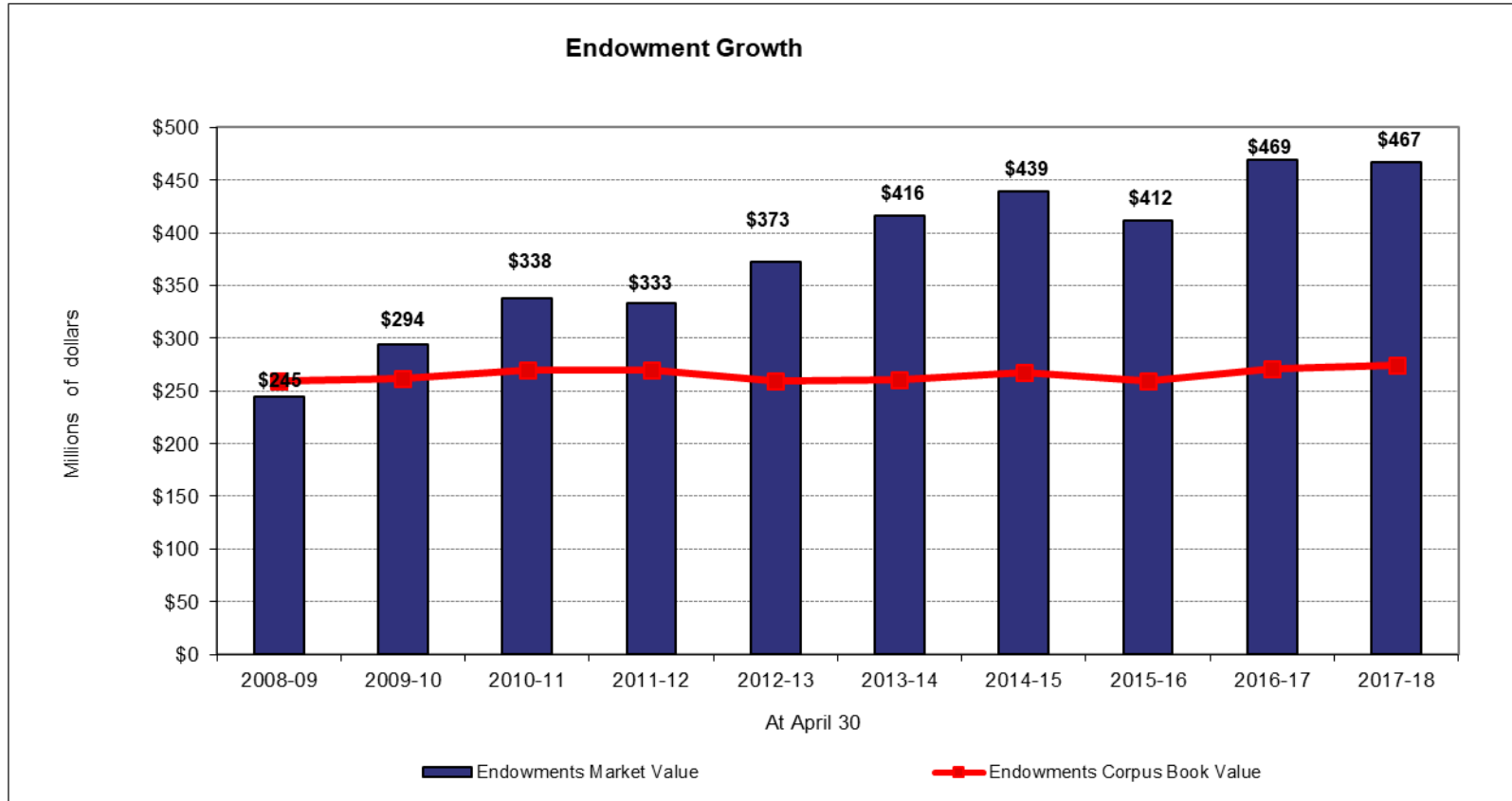
In recent years, increases in provincial support have been directed to students, while support for the university sector has remained static.

University Sector In Ontario Operating Revenue by Source



Consequently, provincial government funding for the University sector has been declining, as a percentage of operating income, making for a challenging fiscal environment.

Endowments



Endowments are an important source of income for the University, contributing approximately \$12M per year to student support, complement, research and other academic initiatives.

Investing in the University Academic Plan

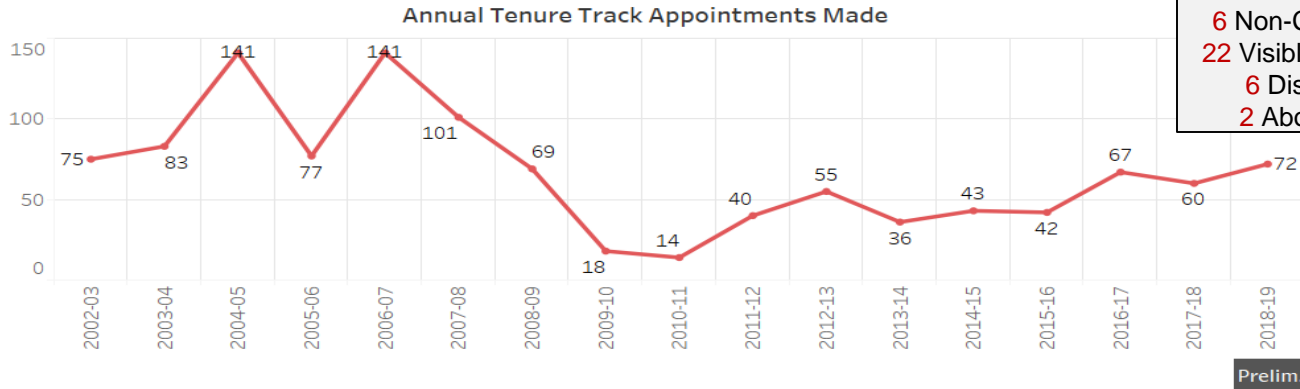
Faculty Complement

- Academic plan commits to building the full-time complement as key to advancing academic quality and reputation
- Desire to increase the proportion of teaching conducted by full-time faculty members
- Continue diversifying faculty
- Up to 160 appointments for 2019-20 to enhance innovative and quality academic programs, amplify research, scholarship and creative activity, and enhance teaching and learning



Faculty Complement

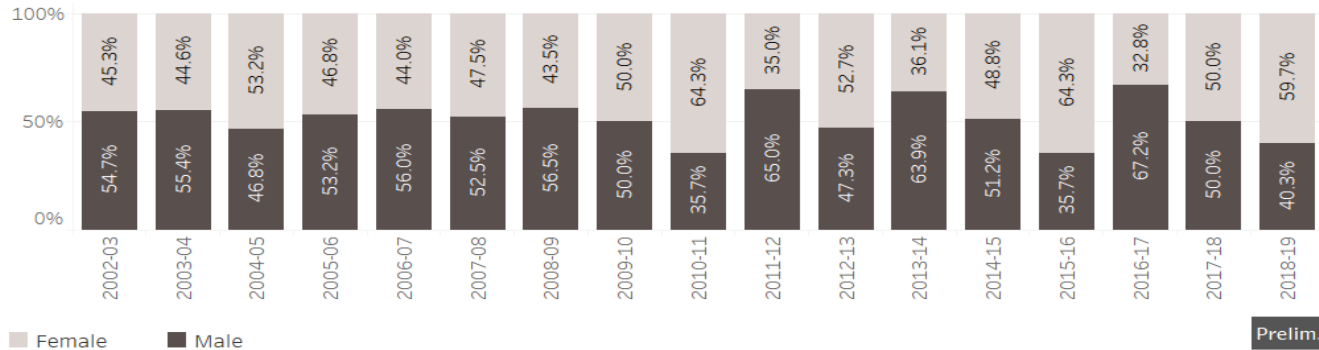
Trends 2002-03 to 2018-19: Annual Tenure Track Appointments Made



2018-19
 66 Canadian
 6 Non-Canadian
 22 Visible Minority
 6 Disability
 2 Aboriginal

Plan is to grow Faculty complement

Annual Tenure Track Appointments - Gender Breakdown



Note: Does not include new Deans of FES, Lassonde, and Deputy Provost Markham

Source: Office of the P&VPA

New Programs/Experiential Education

Since July 2017

- 9 new Undergraduate programs
- 3 new Graduate programs

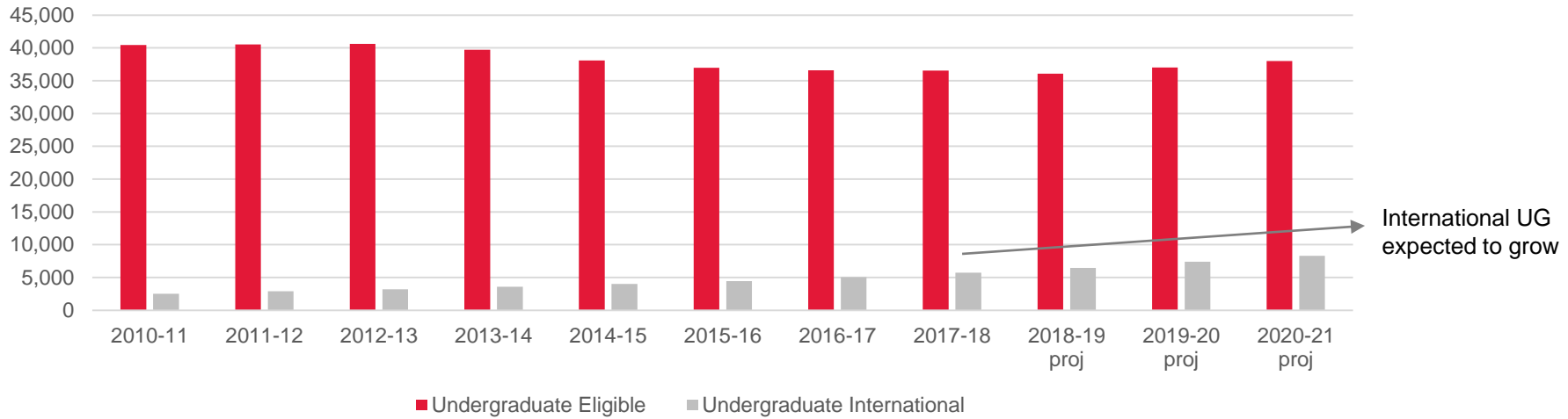
In Development

- 8 programs
- Multiple experiential education initiatives

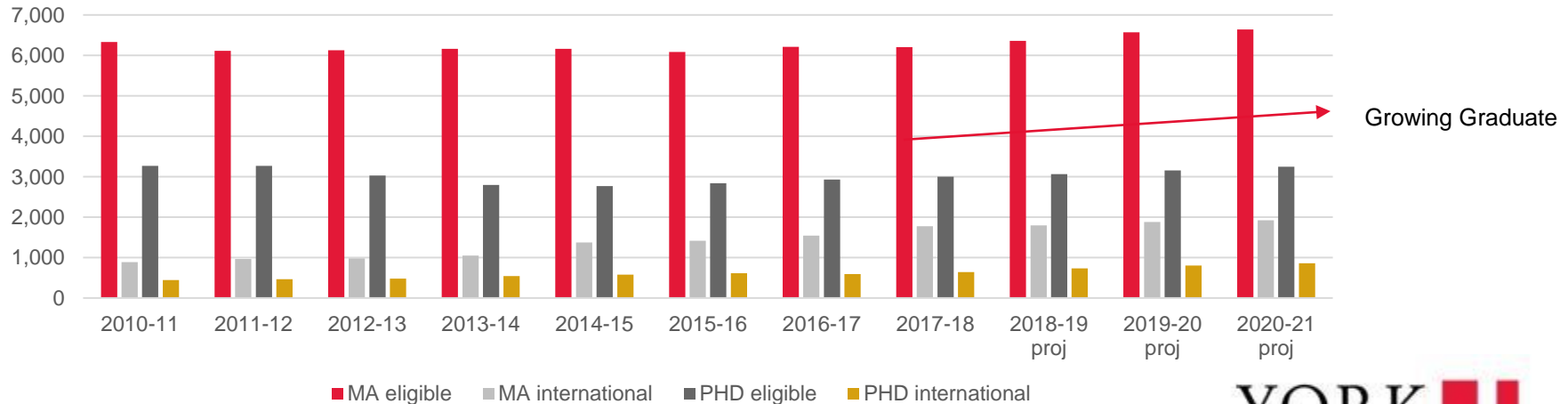


York University Enrolment

Undergraduate Enrolments



Graduate Enrolments



Markham Centre Campus



- New Markham Campus scheduled to open September 1, 2021
- Projected enrolments of 4,000+ students
- \$253M project, largely government funded

Continuing Education



Leveraging leadership in access and flexible learning to strengthen international recruitment and meet emerging needs for upgrading and reskilling.

Modernizing York's Technology Infrastructure

- Student Information System Modernization
- Student Relationship Management (CRM)
- Communication Channels
- Digital Learning
- Collaboration
- Program Innovation
- Improving Administrative Processes



Investing in technology to improve student, faculty and staff experiences and administrative processes is critical to success.

Space and Facilities

- Continued investment in classroom and facility renewal
- \$70M (multi-year) Housing Renewal Strategy financed through ancillary operations
- Potential for further development of Lands for Learning to invest in future academic needs

Other Major Priorities

- Addressing capital shortfall for science and engineering
- Student Information System
- Library expansion
- Sherman Expansion
- Resources for building maintenance and renovation

The above noted priorities are estimated to exceed \$200M in capital investments. In the current environment, the University will be challenged to find the resources to finance these projects.

Facilities Condition Index Deferred Maintenance – February 2018

	<u>Replacement Value</u>	<u>FCI/ Deferred Mtnce Cost</u>	<u>FCI %</u>
Glendon Campus	\$137,945,814	\$22,081,120	16.01%
Keele Campus	\$2,248,585,085	\$240,150,320	10.68%
Total Keele and Glendon	\$2,386,530,899	\$262,231,440	10.99%

Excellent condition:

FCI is less than 5%

Fair condition:

FCI is between 5% and 10%

Poor condition:

FCI is greater than 10%

York's current annual budget of \$6M for deferred maintenance inadequate to address requirements.

Benchmarking/Continuous Improvement In Administrative Processes



York engaged with other universities to benchmark administrative services and processes aimed at identifying opportunities for improvement and efficiencies.

York University Operating Budget

SHARP Budget Model

The Goal: Align Resources with Academic Priorities

Guiding Principles: Development of the Shared Accountability and Resource Planning Budget Model (“SHARP”) was guided by the following principles:

- Be **transparent**; flow revenues to Faculties based on how they come to the University and show clearly how central service costs are shared
- Provide Faculties with greater **responsibility and control** over budget planning; accountable to balance in-year, with transitional support where needed
- Encourage **innovation**: leave net revenues with Faculties to reinvest in their priorities, consistent with the University Academic Plan
- Maintain a **University Fund** to enable co-ordinated action on institutional strategic priorities

Approved Operating Budget Plan

Multi Year Plan (\$ millions)

	2018-19 Budget	2019-20 Budget	2020-21 Budget
Operating Revenues			
Government Operating Grants	\$ 307.5	\$ 301.1	\$ 300.6
Student Fees	644.2	707.2	773.0
Grants and Student Fees Subtotal	951.6	1,008.3	1,073.6
Tuition Credit Opportunity	-	-	-
Funding from Donations, Endowments, & Trusts	6.8	6.1	5.7
Investment Income	7.5	6.5	5.5
Other Recoveries	50.2	48.5	45.8
Total Operating Revenues	1,016.2	1,069.5	1,130.7
Contingencies for labour disruption impact	(40.9)	(18.2)	(38.3)
Total Operating Revenues, Net of Contingencies	\$ 975.3	\$ 1,051.3	\$ 1,092.5
Operating Expenditures			
Salaries and Wages	567.8	593.7	615.0
Employee Benefits	157.8	164.3	169.4
Operating Costs	136.3	133.8	135.1
Scholarships and Bursaries	72.4	69.6	70.4
Taxes and Utilities	26.7	26.8	27.2
Interest on Long-Term Debt	20.9	21.1	21.3
Total Operating Expenditures	\$ 982.0	\$ 1,009.3	\$ 1,038.5
In Year Surplus/(Deficit) for Operating Fund, Before Transfers	\$ (6.7)	\$ 42.0	\$ 54.0
Total Transfers to Restricted Funds	\$ (26.8)	\$ (27.8)	\$ (39.1)
In Year Surplus/(Deficit) for Operating Fund, Before GAAP Adj.	\$ (33.5)	\$ 14.2	\$ 14.8
GAAP Adjustments (tuition deferral from 2018-19)	\$ 46.6	-	-
In Year Surplus for Operating Fund	13.1	14.2	14.8
<i>In Year Surplus as Percentage of Operating Revenues</i>	1.3%	1.3%	1.3%

Contingency for labour disruption impact to enrolments and other contingencies

Anticipating a balanced budget over a three year period

Total Operating Budget **\$975.3M** (2018-19)

Academic Division

\$717.6
[74%]

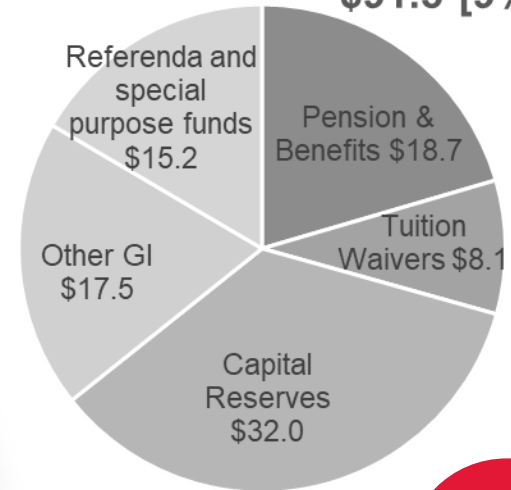
**Faculties
& Schools
\$613.4**

Scholarships
& Bursaries
\$28.1

Student
Services
\$44.9

York Libraries
\$31.2

Institutional Costs \$91.5 [9%]

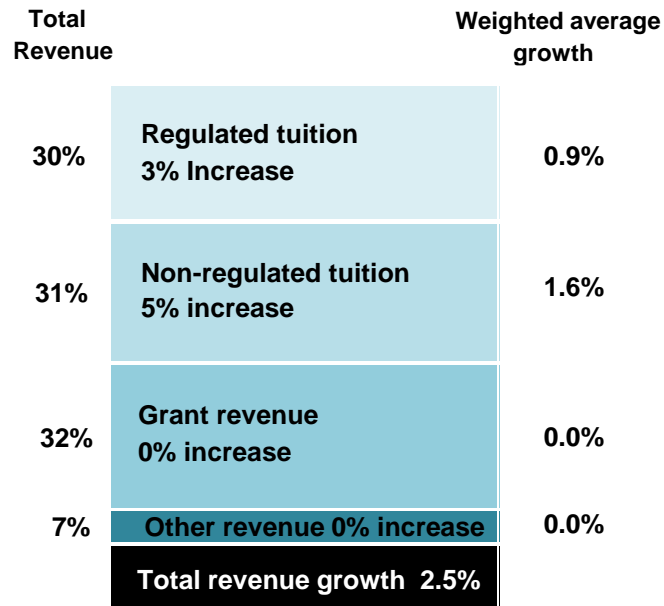


**University
Fund
\$27.3
[3%]**

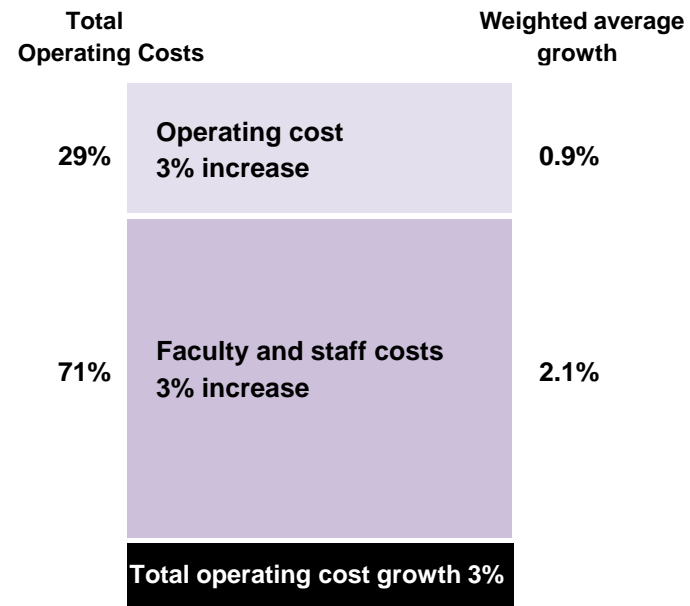
**Other
Shared
Services
\$138.9M
[14%]**

York University – Fiscal Constraint 2018

Revenue Growth



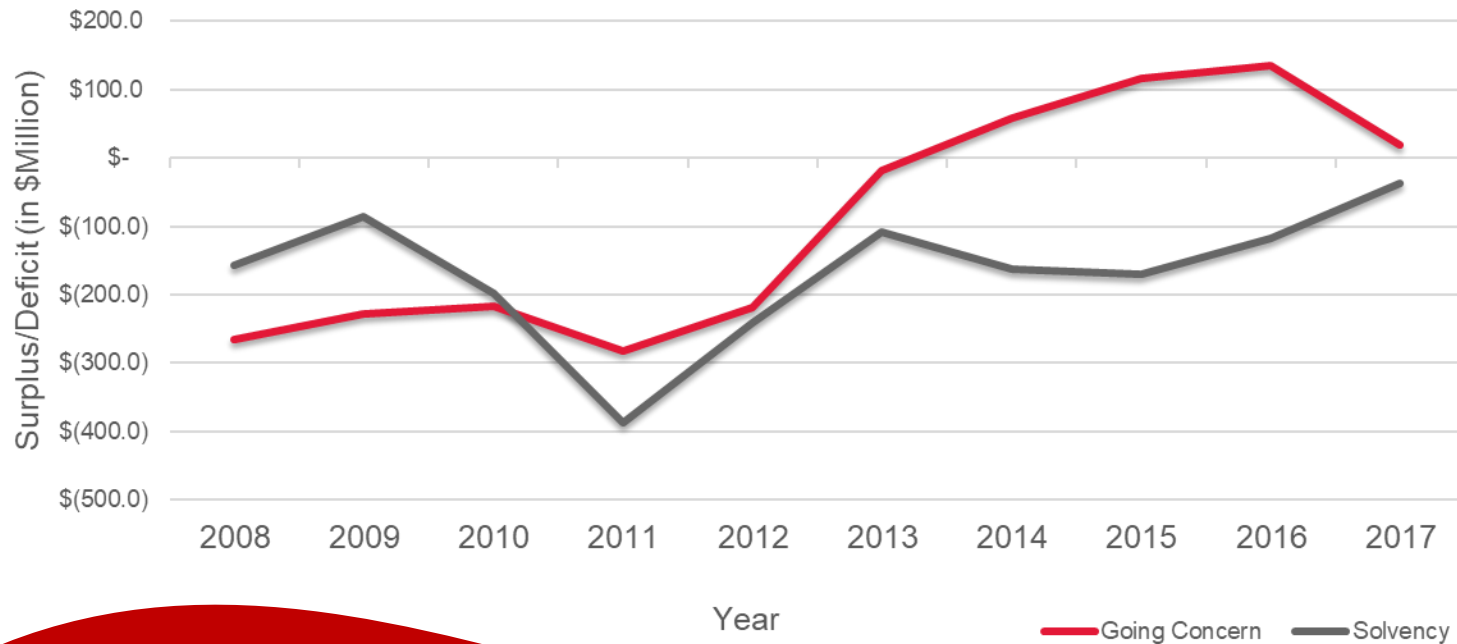
Operating Cost Growth



Note: Personnel costs increase includes budgeted PTR increases

- Annual impact of structural deficit is .5% or \$5M
- The University operates in a revenue constrained environment (tuition is regulated and enrolment grants are frozen).
- However, personnel and operating costs are subject to inflationary increases.

York University Pension Plan Going Concern and Solvency Positions



During the financial crisis, the University's pension plan experienced both solvency and going concern deficits requiring special payments, placing significant pressures on the operating fund. The pension plan currently has a small going concern surplus and recent legislative changes have provided relief from the requirement to make special payments. However, modest returns in the future can easily erode the health of the plan.

The Future

York University Budget Environment Risks

- Changing Political landscape
- Realignment of enrolment and budget plans based on the Provincial Government's new funding formula
- Strategic Enrolment Management/Recovery from Labour Disruption
- Tuition Fee Framework beyond 2019
- Achieving Balanced Divisional and Faculty Budget Positions
- Very significant Deferred Maintenance and Capital infrastructure needs
- Review of Francophone and Bilingual University and impact on University
- Potential labour relations challenges
- Markham Centre Campus
- Managing International Undergraduate Growth

University Academic Plan 2015-2020 Priorities

How can the University best use its resources to advance academic priorities:

- Innovative, Quality Programs for Academic Excellence
- Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities
- Enhanced Quality in Teaching and Student Learning
- A Student-Centered Approach
- Enhanced Campus Experience
- Enhanced Community Engagement

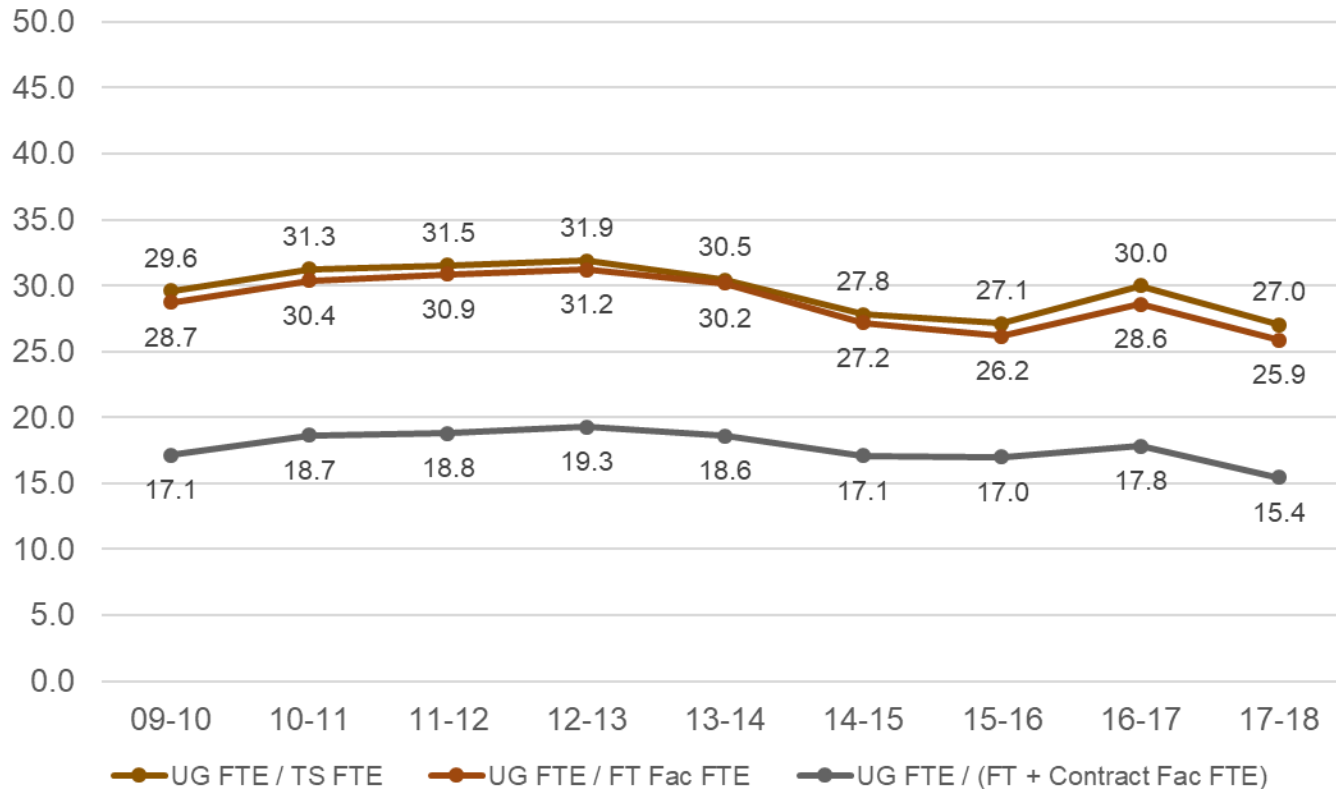
Open Forum Question

How can we best allocate resources to support and deliver the UAP?

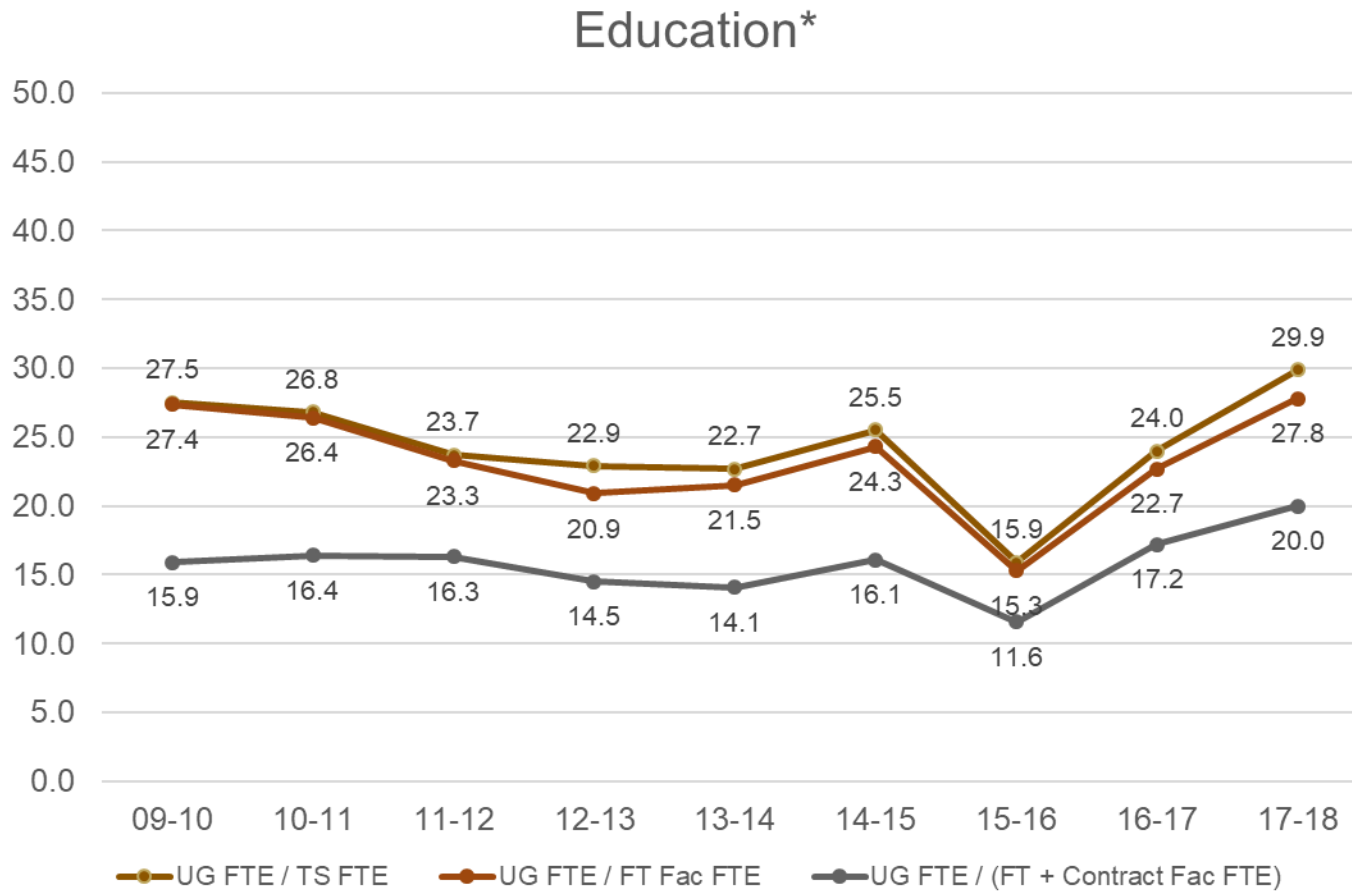
Appendices –
Student Faculty Ratio Trends by Faculty
(Undergraduate)

Student:Faculty Ratio Trends Undergraduate

AMPD



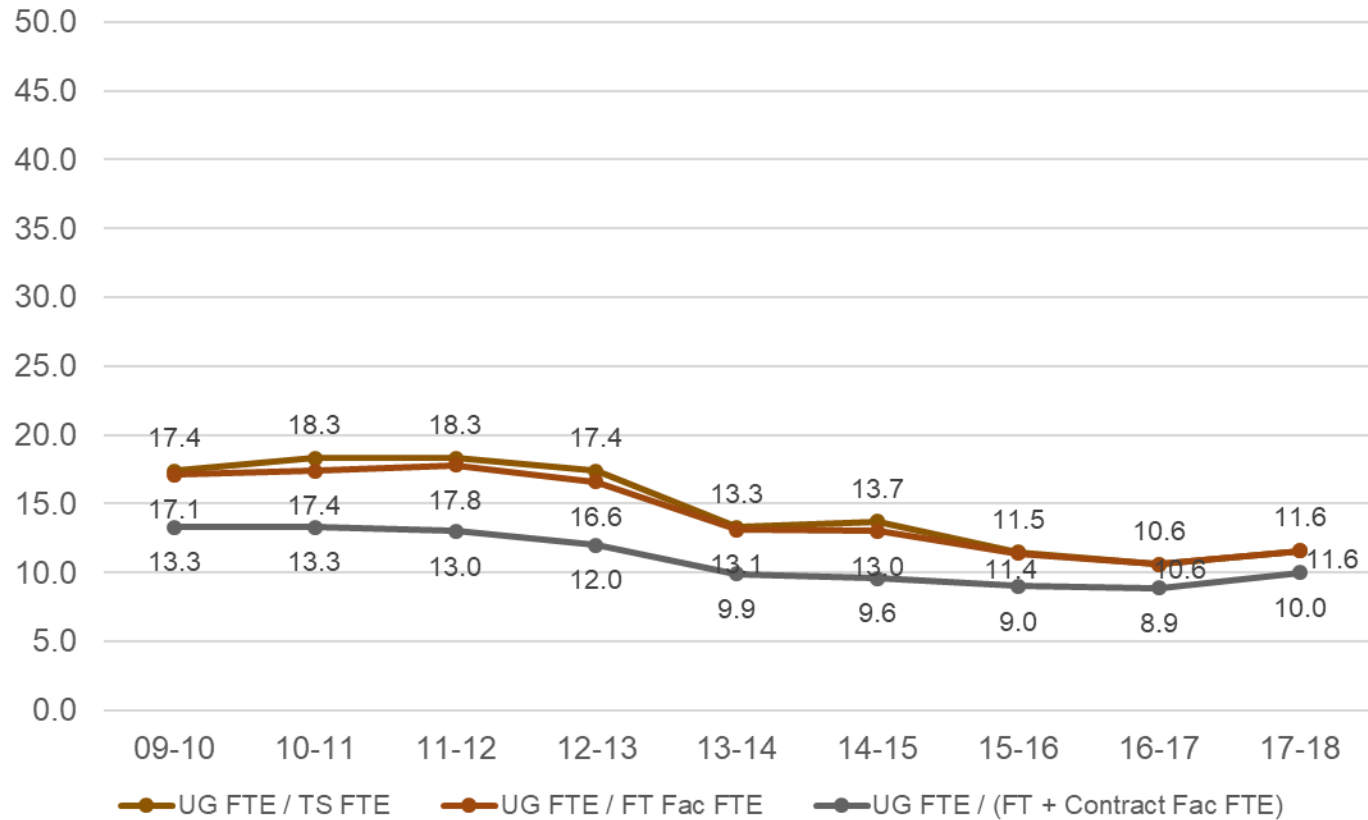
Student:Faculty Ratio Trends Undergraduate



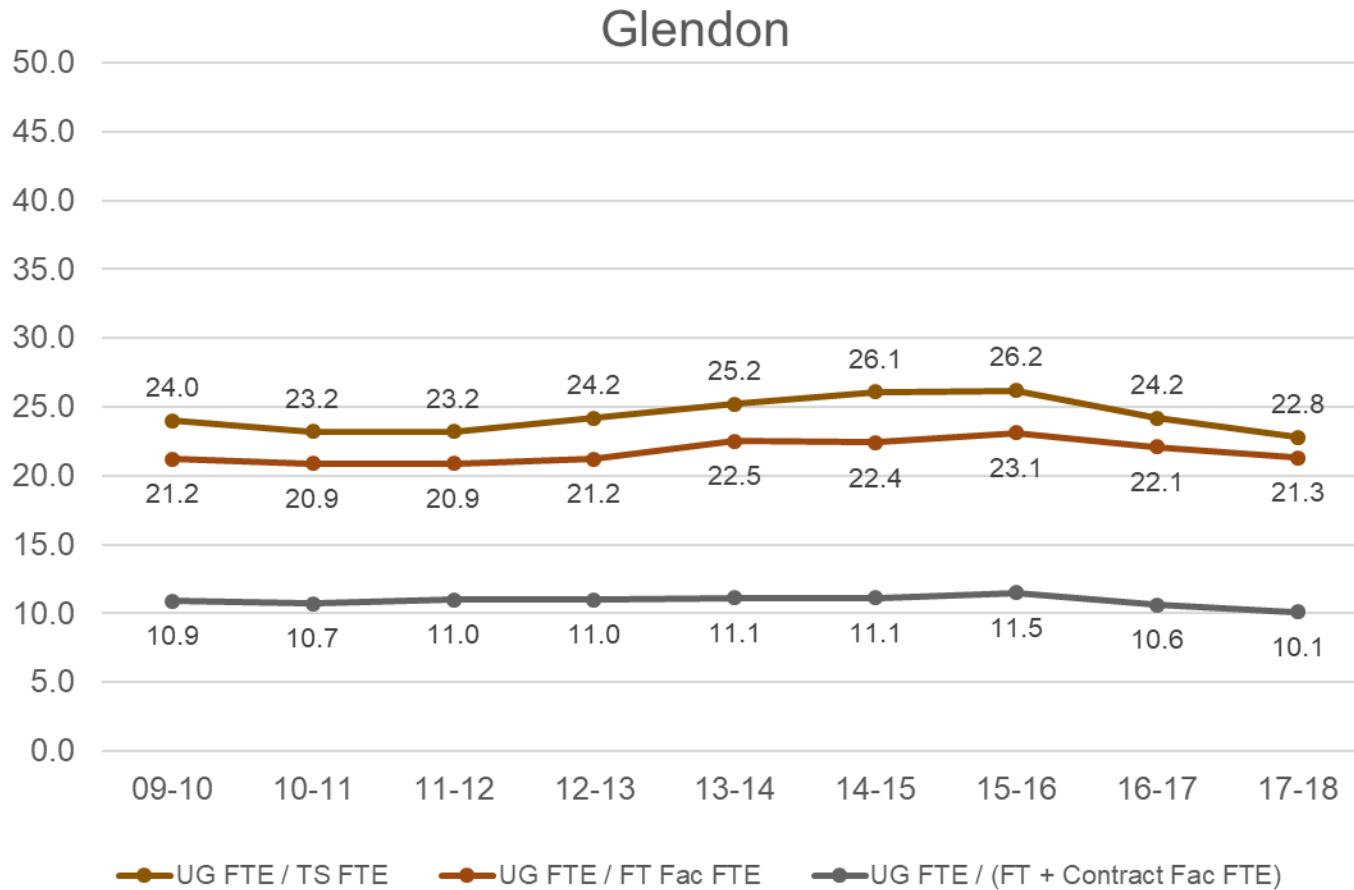
*In 2015-16, Ministry-mandated curricular reform resulted in a 50% reduction in enrolment for one year

Student:Faculty Ratio Trends Undergraduate

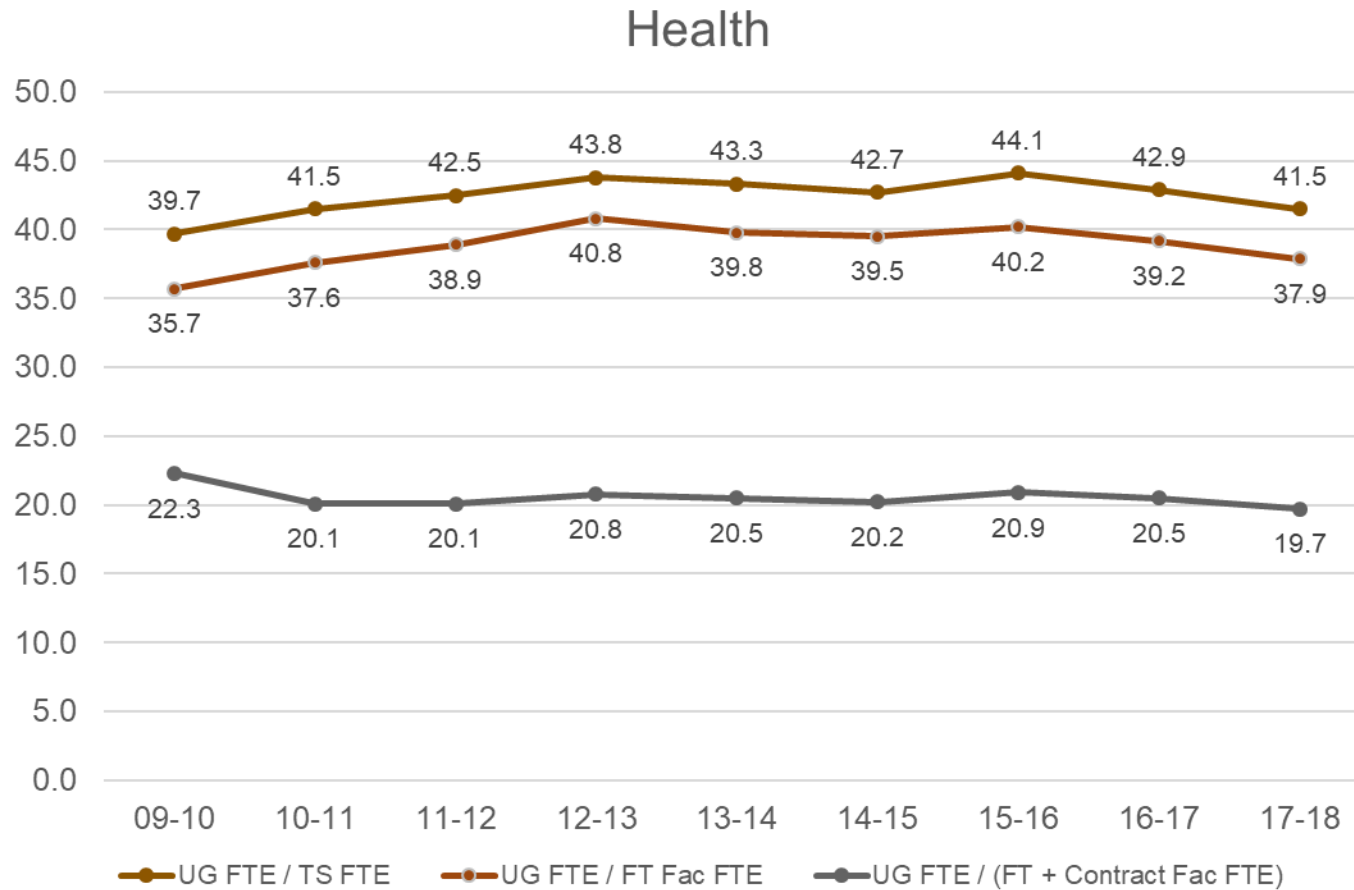
Environmental Studies



Student:Faculty Ratio Trends Undergraduate

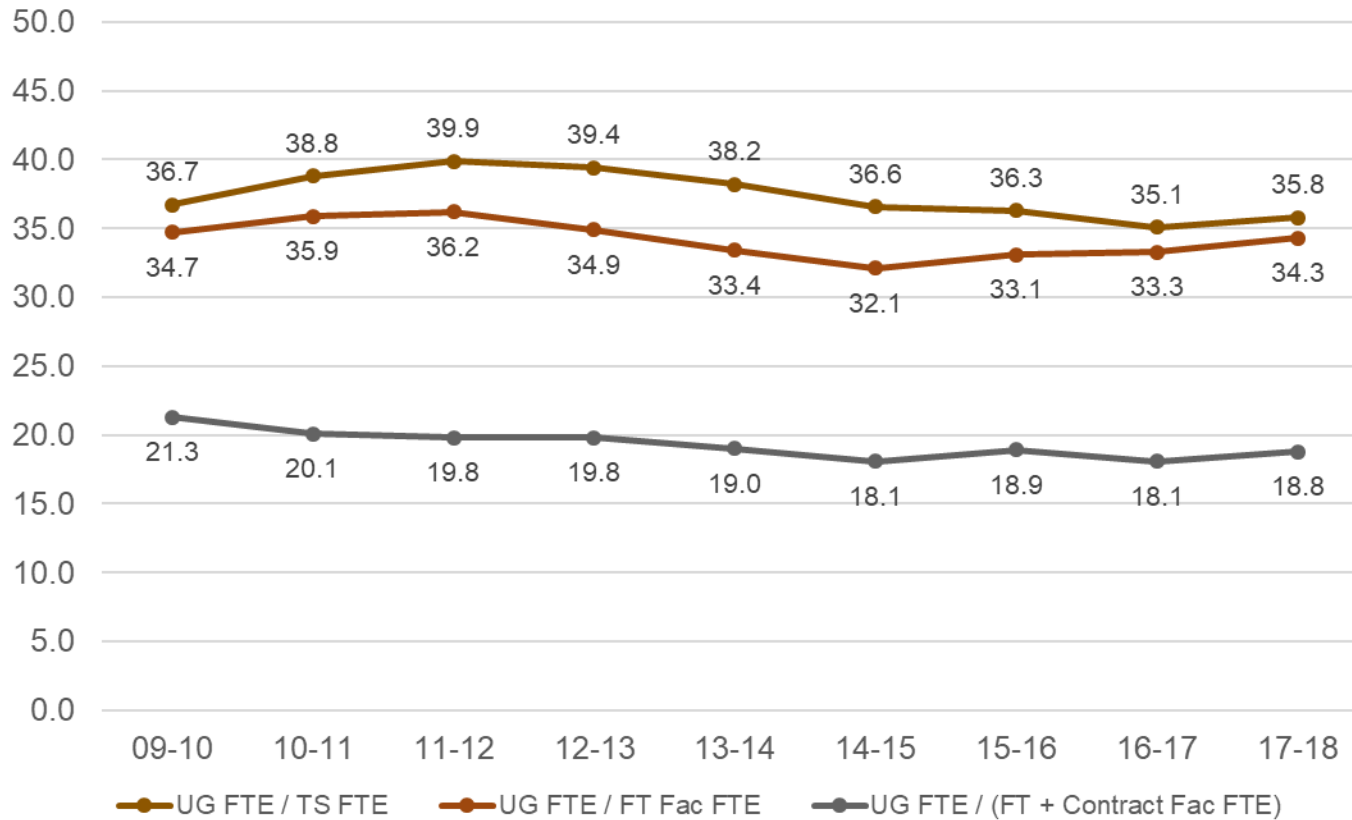


Student:Faculty Ratio Trends Undergraduate



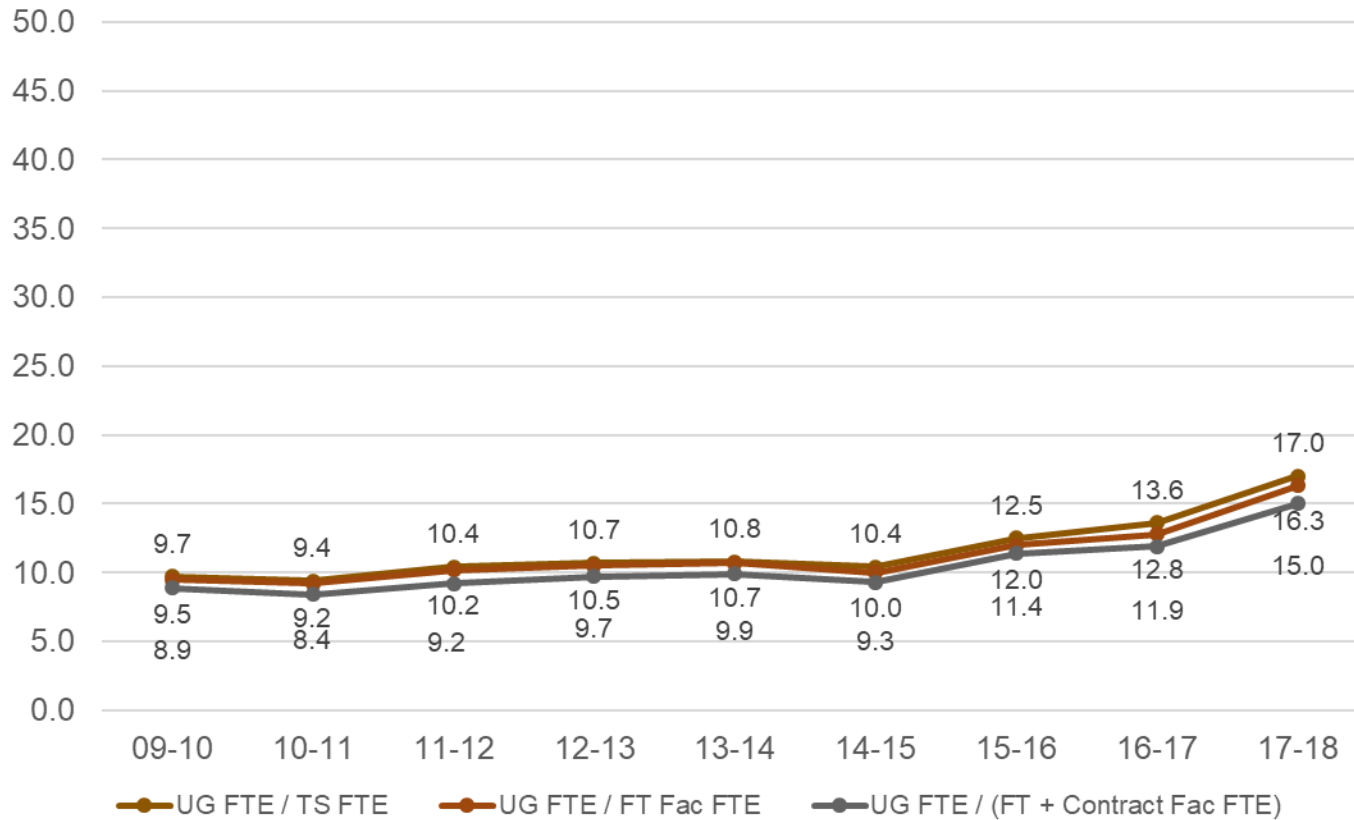
Student:Faculty Ratio Trends Undergraduate

Liberal Arts & Professional Studies



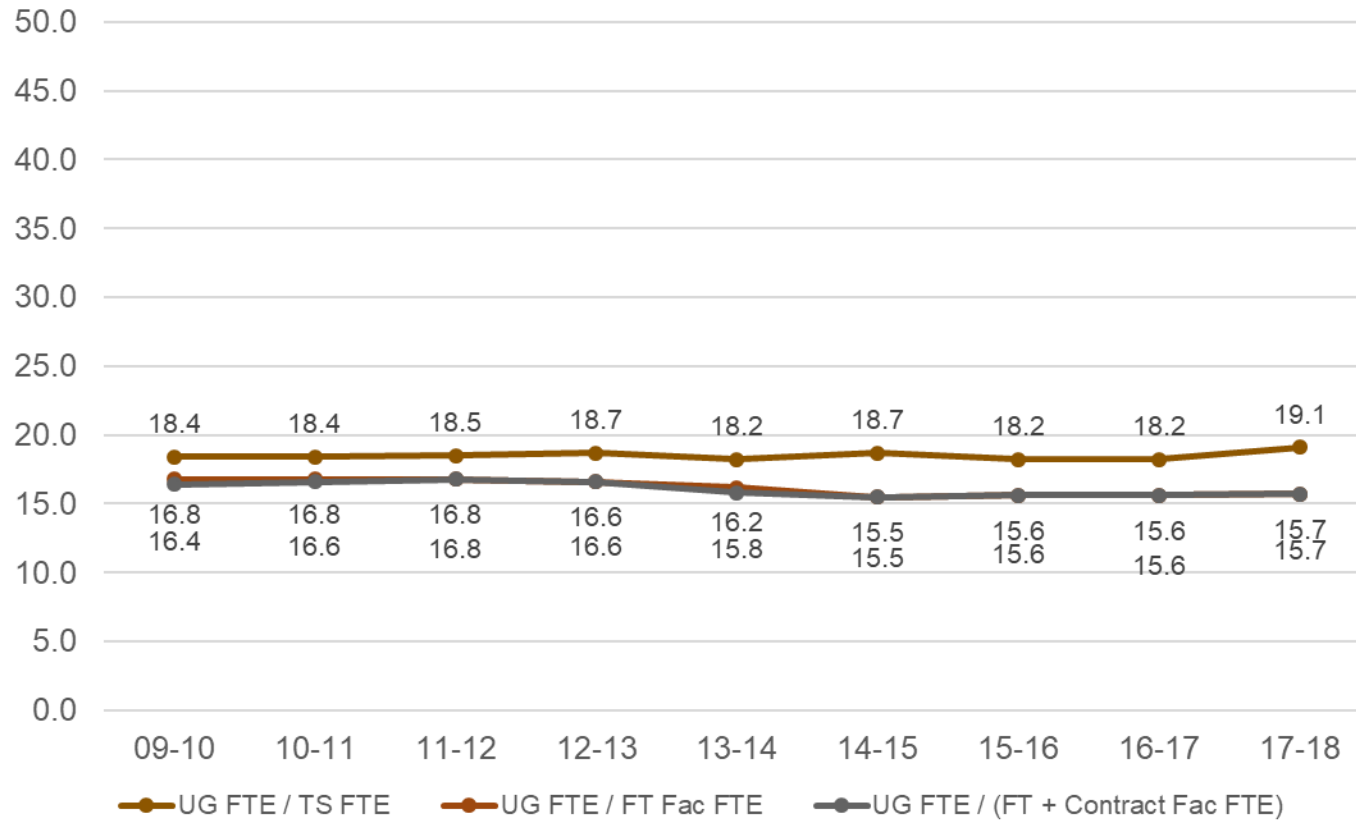
Student:Faculty Ratio Trends Undergraduate

Lassonde



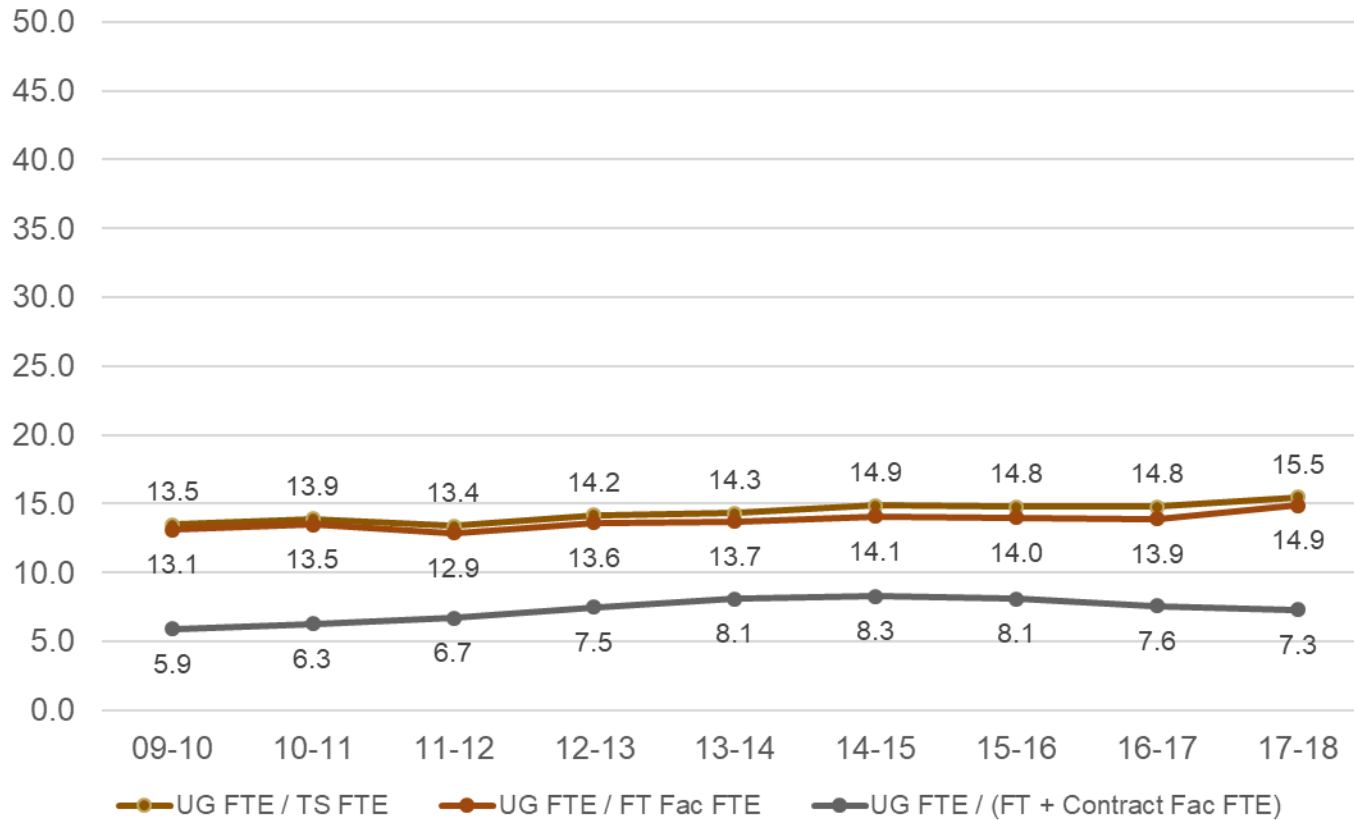
Student:Faculty Ratio Trends Undergraduate

Osgoode

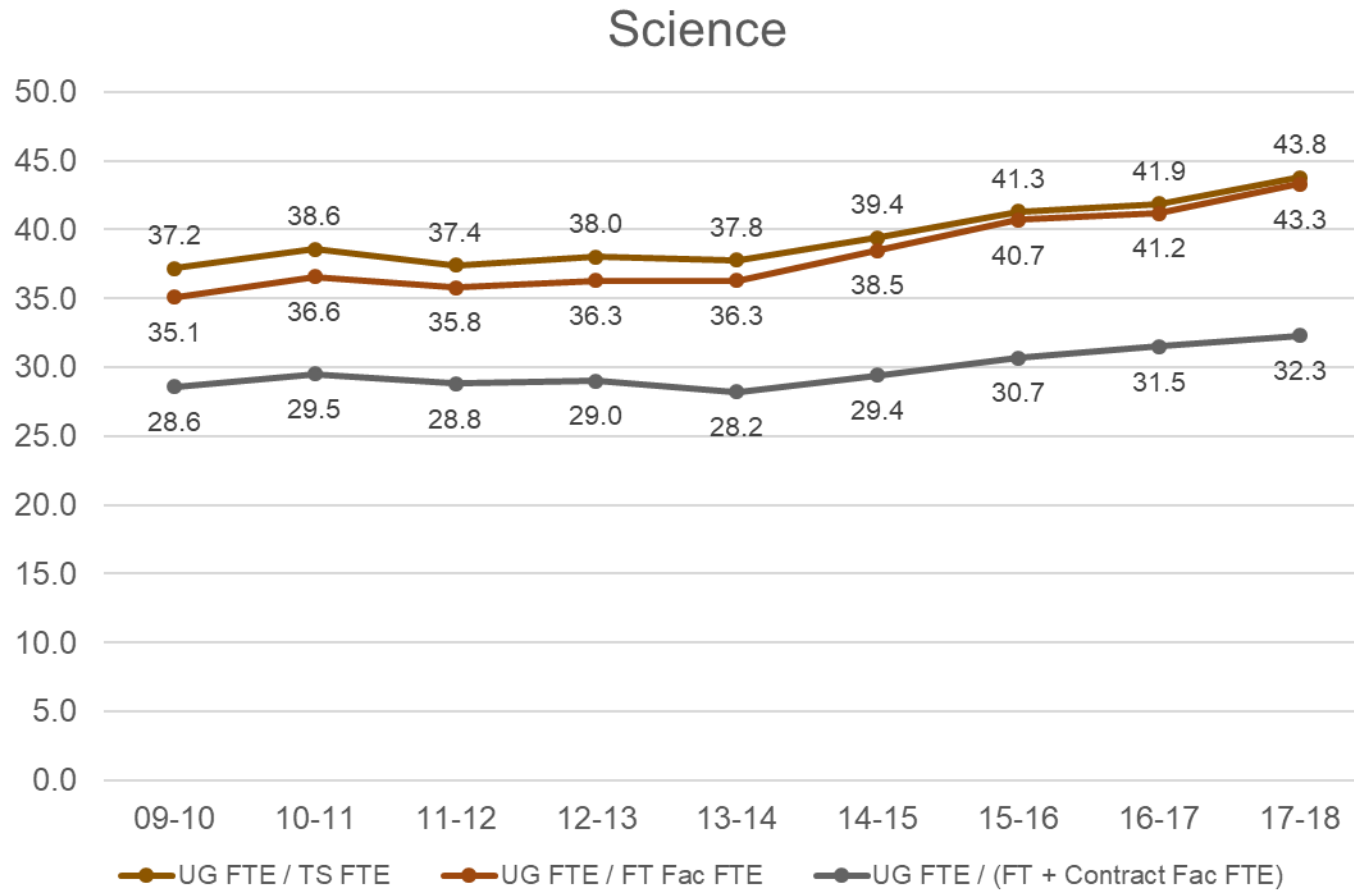


Student:Faculty Ratio Trends Undergraduate

Schulich



Student:Faculty Ratio Trends Undergraduate



Board of Governors

Memorandum

To: Board of Governors

From: Rhonda Lenton, President

Date: 27 November 2018

Subject: Draft Statement of Policy on Free Speech

Notice of Motion:

On August 30, the provincial government announced a requirement that every publicly-assisted college and university must develop and post a free speech policy.

A draft *Statement of Policy on Free Speech* prepared by the President's Working Group is attached for your input which will help shape the final version to be presented for Board approval at a special meeting to be held in December. Supplementing the three-page *Statement of Policy* are several supporting documents, including one suggesting further development of resources and ongoing assessment of policy needs. All of the material is set out in Appendix A.

Under very tight timelines, the Working Group endeavored to consult broadly across the University to make certain that voices that wished to be heard on this topic were heard, and to produce legislation that reflects the imperative messages of the York community. Over the past weeks contributions from students, faculty and staff were facilitated through a variety of media and formats including: open fora on the Keele and Glendon campuses (with a total of 97 participants); written submissions (54 received); meetings with student governments and groups (YFS, GSA, Student Representative Roundtable); Faculty Council discussions (some still to come) and Facebook postings.

York University Statement of Policy on Free Speech

Draft – November 15, 2018

Purpose

1. York University wishes to affirm its longstanding protection of and support for free speech as a fundamental principle upon which it pursues its mission. This Statement of Policy has been informed and enhanced by submissions, comments and suggestions shared by many members of the York community who participated in consultations over a number of weeks in the Fall of 2018.

York's Definition of Free Speech

2. In light of York University's policies, and the laws governing the University, freedom of speech is the right to seek, receive, share and impart information and ideas of all kinds, in a variety of forms, including orally, in writing, in print, and in the form of art or music, or through any other media of one's choice. In the words of the Task Force on Student Life, Learning & Community (2009), the "University has an unwavering commitment to fundamental values of free expression, free inquiry, and respect for genuine diversity of thought and opinion." Preservation of free and open exchange of ideas and opinion for and by all members of the community through respectful debate, including robust rights to protest and express dissent, are central to the mission of York University. Attempts to prevent such free inquiry, whether from other members of the University community or from external groups, are inconsistent with this mission.

York's Policy on Free Speech

3. As set out in the *York University Act*, the objects and purposes of York University are, (a) the advancement of learning and the dissemination of knowledge; and (b) the intellectual, spiritual, social, moral and physical development of its members and the betterment of society. York University is committed to the goal of a welcoming and approachable campus, embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge.
4. York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, inequality and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.
5. A range of York Policies reflect the right of all community members and invited guests to express their views within the law without fear of intimidation or harassment. To guarantee this right, it is recognized that community members may be exposed to ideas or opinions they find disagreeable or offensive. Freedom of speech is not

absolute and does not protect expression that constitutes hate speech, harassment, threats, discrimination or otherwise violates the law. Consequently, the University will not tolerate members of our community or guests engaging in threatening speech or actions which violates York's commitments to ensure the safety of community members, as noted in various policies such as Disruptive and/or Harassing Behaviour in Academic Situations, Racism, Sexual Violence which address the priority of community safety and the harm that can arise from some forms of expression. These policies also provide recourse for those affected by such speech.

6. All persons having access to and use of University property must comply with York's policies and the laws of Canada, which circumscribe where, when and how speech may be permitted. Students, for example, are responsible for upholding an atmosphere of civility, diversity, equity and respect in their interactions with others, and should strive to make the campus safe, support the dignity of individuals and groups, and uphold individual and collective rights and responsibilities. The autonomy and responsibility of student groups over activities they organize or sponsor, and the development of their own policies in relation to freedom of speech and expression, are also affirmed.
7. This Statement of Policy draws from a number of policies at York University (set out in the Related Policy Section below), and the specific procedures in relation to complaints, dispute resolution, enforcement and remedies are set out under each underlying policy and also under applicable collective agreements.
8. York University affirms that it has in place mechanisms to deal with complaints and ensure compliance. Each of the existing policies underlying this Statement of Policy include mechanisms for interpretation, compliance and enforcement. Complaints that remain unresolved may be referred to the University Ombudsperson and to the Ontario Ombudsman. Additional guidelines, tool-kits, education and training with respect to free speech will be developed from time to time as needed.
9. York University will prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO).
10. This Statement will be reviewed coincident with the release of the first annual report, then 2 years following that and thereafter every five years.

Related Policies

Code of Student Rights and Responsibilities
Computing and Information Technology Facilities Policy
Disruptive and/or Harassing Behaviour in Academic Situations Policy
Firearms and Weapons Policy and Procedures
Hate Propaganda Guidelines
Healthy Workplace Policy
Policy Concerning Racism
Policy on Acceptance and Display of Commemorative Artwork
Postering Policy
Presidential Regulation Number 4 Regarding Student Government/Organizations
Prohibiting On-Campus Essay Writing Services Policy
School of Nursing Policy on Social Media
Sexual Violence Policy
Special Events and Visits of High Profile Guests Policy
Student Professional Behaviour Policy (BScN)
Student Professional Behaviour Policy (BSW)
Temporary Use of Space Policy
Workplace Harassment Prevention Policy
Workplace Violence Prevention Policy

York Working Group on Free Speech Policies¹

Mandate, Policy Principles & Resources

1. Background:

On August 30, 2018, the Ontario Provincial Government announced its intention to assure free speech protections at publicly funded Universities and Colleges. It is requiring every publicly-assisted college and university to develop and publicly post by January 1, 2019 its own free speech policy that meets the government's minimum standards. Those minimum standards have been stated as:

- A definition of freedom of speech.
- Principles based on the University of Chicago Statement on Principles of Free Expression:
 - Universities and colleges should be places for open discussion and free inquiry.
 - The university/college should not attempt to shield students from ideas or opinions that they disagree with or find offensive.
 - While members of the university/college are free to criticize and contest views expressed on campus, they may not interfere with the freedom of others to express their views.
 - Speech that violates the law or constitutes harassment or a threat is not allowed.
- That existing student discipline measures apply to students whose actions are contrary to the policy (e.g. ongoing disruptive protesting that significantly interferes with the ability of an event to proceed).
- That institutions shall consider official student groups' compliance with the policy as a condition for ongoing financial support or recognition, and encourage student unions to adopt policies that align with the free speech policy.
- That the college/university uses existing mechanisms to handle complaints and ensure compliance. Complaints that remain unresolved may be referred to the Ontario Ombudsman.
- That by September 1, 2019, the institution shall prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO).

2. Working Group and Mandate

¹ In these documents the terms "freedom of speech" and "freedom of expression" are used interchangeably.

In light of York's extensive, existing policy commitments with respect to free speech, the President established a Working Group on York's Free Speech Policies, in order to:

- (i) identify and integrate into a single, consolidated policy document York's policies relating to free speech;
- (ii) consult York community members on how best to address gaps or areas which require modifications in York's existing policies;
- (ii) determine if there are any gaps which need to be addressed or areas which require modifications to York's existing policies, and if so what process should be followed for such reform; and
- (iv) present recommendations for a consolidated policy statement, and related initiatives, in response to the Government requirement.

The Working Group consists of:

Chair: Lorne Sossin, Presidential Advisor on Community Engagement

Thabit A.J. Abdullah, Professor & Chair, Department of History, Liberal Arts and Professional Studies

Paul Axelrod, Professor Emeritus, Education

Jamie Cameron, Professor, Osgoode Hall Law School

Mazen J Hamadeh, Associate Professor, Health and Head of Stong College (Member of Senate Executive)

Marshall McCall, Professor and Chair, Department of Physics and Astronomy, Science

Heather Shipley, Advisor, Education & Communications, Centre for Human Rights, Equity, and Inclusion

John Wu, Schulich School of Business/Osgoode Hall Law School, Student Senator (Member of Senate Executive)

The Working Group is supported by Maureen Armstrong and Robert Everett of the Office of the University Secretary and General Counsel, and assisted by Sarah Cantrell, Assistant Vice-President Institutional Planning and Analysis, who also sits on a working group on this issue at the COU.

The Working Group will circulate a draft consolidated statement of policy document and invite comment and discussion by students, faculty and staff at in-person and digital consultations in November, 2018. The policy will be finalized in December, 2018.

3. (Draft) Definition of Freedom of Speech

The directive from MTCU requires Universities to adopt a definition of free speech for purposes of its protection and regulation. It is noteworthy that while the existing policy framework reflects a deep commitment and broad protection of expressive freedom, it is not a term that has been subject to a single definition at York University.

While discussion of the scope of expressive freedom has been and will continue to be important, the Working Group takes as its point of departure the existing legal definition of free expression by the Supreme Court of Canada in the context of section 2(b) of the *Charter of Rights and Freedoms*. In framing this constitutional protection of the *Charter* protection of “freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication,” the Supreme Court of Canada in *Irwin Toy Ltd. v. Quebec (Attorney General)*, [1989] 1 S.C.R. 927, provided the following description of “expression”:

"Expression" has both a content and a form, and the two can be inextricably connected. Activity is expressive if it attempts to convey meaning. That meaning is its content. Freedom of expression was entrenched in our Constitution and is guaranteed in the Quebec *Charter* so as to ensure that everyone can manifest their thoughts, opinions, beliefs, indeed all expressions of the heart and mind, however unpopular, distasteful or contrary to the mainstream. Such protection is, in the words of both the Canadian and Quebec Charters, "fundamental" because in a free, pluralistic and democratic society we prize a diversity of ideas and opinions for their inherent value both to the community and to the individual. (at p.968.)

This approach to free expression is reflected in the variety of free speech protection and regulation within several existing policies and procedures at York University.

Following past periods of strife at York, then President Shoukri issued statements on “free speech,” in which he described York’s approach to free speech in the following terms,

“Universities exist for the discussion of often difficult and uncomfortable ideas in a civil and respectful academic environment, because this is a critically important way to protect genuine freedom of thought and opinion.”

...

“It is the responsibility of those with strong views on either side of this debate to conduct themselves in a way that does not demonize others, nor create an atmosphere where intolerance is the inevitable outcome. Equally we will not tolerate members of our community engaging in speech or actions which may be or be perceived to be threatening. Nor is it acceptable to attempt to disrupt or

interfere with events on campus, even if some may find them distasteful. This includes actions by groups from outside the University, who have been warned that we will not tolerate attempts to silence students expressing themselves.”

We observe that the “Chicago Statement” referred to in the MTCU letter of September 12, 2018, captures a similar approach in the following terms: “Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, the University of Chicago fully respects and supports the freedom of all members of the University community “to discuss any problem that presents itself.”

4. (Draft) Principles for a Freedom of Speech Statement of Policy

Free speech protection and regulation is governed by a variety of policies at York University. That said, until now, those protections and regulations have not been synthesized and consolidated into a separate and free-standing free speech policy at the University. In so doing, we are mindful that many of the most important aspects of assuring expressive freedom takes place not in the articulation of policies but in how policies are interpreted, applied and enforced. For this reason, we believe transparency, consistency and fairness in the administration of these policies is vital. The annual report in response to the MTCU directive is an important aspect of transparency, but the development of guidelines, tool-kits, best practices, education and training are important as well.

Attached as Appendix A is an overview of relevant legislation and policies.

Since the Working Group is developing a statement of policy on free speech drawn from existing policy frameworks, some aspects of the directive can be addressed simply by highlighting how these policies are responsive. For example, York’s existing Code of Student Rights and Responsibilities addresses the requirement in the directive relating to student discipline. Further, the question of how student groups deal with expressive freedom, and their relationship to York’s policies, is addressed through York’s existing Regulations Regarding Student Organizations.

With the recognition that the administration of policies relating to free speech can be enhanced by a clear set of governing principles, and in light of the importance of consolidating and clearly conveying the relevant policies relating to free speech, we have identified the following principles applicable to free speech at York University:

- 1) Open discourse, where points of view are freely and vigorously expressed and debated, is central to the mission of York University. Every effort must be made to ensure the protection and promotion of free speech.

2) Expressive freedom at York University is subject to the limits that are prescribed by law; these include the *Criminal Code* (prohibiting hate propaganda), the Ontario *Human Rights Code* and other laws (such as legal requirements of confidentiality and privacy protection).

3) The university is a distinctive setting. Academic freedom protects certain kinds of speech in certain settings at the University, and where it applies, additional protections from Senate policies, collective agreements and elsewhere may also apply. Like free speech generally, academic freedom is vital to the mission of the University but not absolute. Short of “hate speech,” there may also be legitimate constraints on speech at the University, inside and outside the classroom, that arise from an assessment of disproportionate impact for certain individuals and groups, the evolving standards of professional practice, and other contextual assessments. Faculty, for example, are not permitted to humiliate students. Under the Code of Student Rights and Responsibilities, students are required to treat community members with respect. Policies on sexual violence and harassment and racism set out other important constraints on the content of speech on campus. Such constraints should be applied with care so that legitimate dialogue is not unduly stifled.

4) Free speech activities at York University are also subject to a range of University policies and procedures, including policies on the temporary use of space, postering, use of computing facilities and others. Some of these policies and procedures relate to logistics and costs for events such as security; others may relate to the internal rules of various faculties, centres, institutes, student groups, etc. An inclusive approach to free speech is the underlying assumption and commitment of these policies and procedures. To reiterate, provided that the policies and procedures of the University are respected, speakers should be permitted to make their presentations free from interruption, threats or harassment.

5) As a general approach, protections for free speech on campus should be interpreted broadly, while constraints to free speech should be interpreted narrowly. To the extent that constraints on free speech exist at the University, they relate to the content of speech, not to the speaker. Even where some community members may find the presence of a particular speaker on campus upsetting or offensive, however, this cannot interfere with the right of groups to invite controversial speakers or the right of those speakers to share their views.

Appendix “A”: Relevant Legislation and Policies

A. Governing Legal Framework

The framework for understanding and disseminating York’s policies with respect to free speech includes both a range of policy instruments within the University, and a range of legal instruments outside the University which govern conduct within the University. Some of these legal instruments are set out below (as well as relevant excerpts from those instruments) – and please note that this is not an exhaustive list.

York University Act, 1965 -

<http://secretariat.info.yorku.ca/governance-documents/york-university-act-1965/>

4. The objects and purposes of the University are,
 - (a) the advancement of learning and the dissemination of knowledge; and
 - (b) the intellectual, spiritual, social, moral and physical development of its members and the betterment of society.

Criminal Code (R.S.C., 1985, c. C-46)

<https://laws-lois.justice.gc.ca/eng/acts/C-46/section-319.html>

Hate Propaganda

Advocating genocide

318 (1) Every one who advocates or promotes genocide is guilty of an indictable offence and liable to imprisonment for a term not exceeding five years.

- Definition of *genocide*

(2) In this section, *genocide* means any of the following acts committed with intent to destroy in whole or in part any identifiable group, namely,

- (a) killing members of the group; or
- (b) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction.
- Consent

(3) No proceeding for an offence under this section shall be instituted without the consent of the Attorney General.

Public incitement of hatred

319 (1) Every one who, by communicating statements in any public place, incites hatred against any identifiable group where such incitement is likely to lead to a breach of the peace is guilty of

- (a) an indictable offence and is liable to imprisonment for a term not exceeding two years; or
- (b) an offence punishable on summary conviction.

Wilful promotion of hatred

(2) Every one who, by communicating statements, other than in private conversation, wilfully promotes hatred against any identifiable group is guilty of

- (a) an indictable offence and is liable to imprisonment for a term not exceeding two years; or
- (b) an offence punishable on summary conviction.

Defences

(3) No person shall be convicted of an offence under subsection (2)

- (a) if he establishes that the statements communicated were true;
- (b) if, in good faith, the person expressed or attempted to establish by an argument an opinion on a religious subject or an opinion based on a belief in a religious text;
- (c) if the statements were relevant to any subject of public interest, the discussion of which was for the public benefit, and if on reasonable grounds he believed them to be true; or
- (d) if, in good faith, he intended to point out, for the purpose of removal, matters producing or tending to produce feelings of hatred toward an identifiable group in Canada.

***Human Rights Code, R.S.O. 1990, c. H-19* –**

<https://www.ontario.ca/laws/statute/90h19>

“Ontario’s *Human Rights Code* is clear – the right of people to express their opinion is protected.” “Expressing Support for Freedom of Expression” (2011) - <http://www.ohrc.on.ca/en/annual-report-2010-2011-looking-back-moving-forward/expressing-support-freedom-expression>

Charter of Rights and Freedoms –

<https://laws-lois.justice.gc.ca/eng/Const/page-15.html>

Fundamental freedoms

2. Everyone has the following fundamental freedoms:

- (a) freedom of conscience and religion;
- (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- (c) freedom of peaceful assembly; and
- (d) freedom of association.

As a general matter, Universities do not constitute “government” within the meaning of s.32 of the *Charter*, and therefore fall outside the ambit of its application. The question as to whether *Charter* protects expressive freedom under section 2(b) on campus continues to be the subject of debate, though the current state of the law reflects the view that the *Charter* itself does not apply—see

BC Civil Liberties Association v. University of Victoria, 2016 BCCA 162 (CanLII), <https://www.canlii.org/en/bc/bcca/doc/2016/2016bccca162/2016bccca162.html?searchUrlHash=AAAAAAAAAAEAFTlwMTUgQkNTQyAzOSAOQ2FuTEIJKQAAAEACy8yMDE1YmNzYzM5AQ&resultIndex=1>

That said, definition of “free speech” in *Charter* jurisprudence informs scope of concept within other legal instruments and University policies.

B. Existing University Policies and Policy Statements

What follows is a list of the key policies which govern free speech at York University, and some excerpts from those policies of particular relevance to expressive freedom on campus. Again this list is not exhaustive. For example, the policy below on student governments and organizations refers to additional guidelines which may be contained in the hundreds of separate constitutions and internal policies of each student group and organization.

B.1 York University Policies and Plans

University Academic Plan 2015-2020

<http://secretariat.info.yorku.ca/senate/academic-policy-planning-and-research-committee/university-academic-plan-2015-2020-uap/>.

Our Mission Statement includes: We test the boundaries and structures of knowledge. We cultivate the critical intellect.

Our Values are:

Excellence: York strives for excellence in teaching and learning (or pedagogies), academic programs and research/scholarly/ creative pursuits enriching as well as educating, enabling as well as informing through fostering intellectual curiosity, innovation, and creativity.

Progressive: York is open minded, forward looking and flexible. We embrace innovative approaches, technologies and perspectives to solve problems, develop new understandings, solutions and discoveries that have an impact on our world.

Inclusivity and diversity: York is a welcoming and approachable campus embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge

Social justice and equity: York is socially responsible, and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms through civic, scientific and cultural actions.

Sustainability: York values environmental, social, and fiscal sustainability through its programs, physical environment, and fiduciary practices.

Code of Student Rights and Responsibilities - <https://oscr.students.yorku.ca/student-conduct>

Introduction

York University is a place of research, teaching and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another. Freedom of expression, freedom of association, freedom to study and to learn, freedom to engage in research, and the freedom to write and to publish are all recognized as central to the mission of the institution. It is acknowledged that these values can only be meaningful, and these freedoms fully realized, in an atmosphere of safety and security. All York students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire York community.

...

1. Students have the following rights:

(2) The right to participate in activities for students at the University, without harassment, intimidation, discrimination, disruption or acts of violence.

4. All students have the rights and responsibilities articulated in the preamble. In keeping with these rights and responsibilities, students are responsible for conducting themselves in a way that supports research, teaching and learning, and upholding an atmosphere of civility, diversity, equity and respect in their interactions with others. Students should strive to make the campus safe, to support the dignity of individuals and groups, and to uphold individual and collective rights and responsibilities.

Program Specific Codes of Conduct

There are a variety of program specific policies and requirements which relate to free speech at York – for example, the “Social Media” policy for students in the BScN (Nursing) program incorporates a series of profession-wide restrictions on the use of social media - <https://secretariat-policies.info.yorku.ca/policies/school-of-nursing-policy-on-social-media/> which in turn forms part of a broader set of professional behavior requirements - <http://secretariat-policies.info.yorku.ca/policies/student-professional-behaviour-policy-bscn/>

Regulations Regarding Student Government/Organizations

<https://secretariat-policies.info.yorku.ca/policies/presidential-regulation-number-4-regulations-regarding-student-governments-organizations/>

10.(a) Students may form organizations to promote activities, causes or projects in which they are interested.

(b) Upon approval or authorization by the relevant body, such organizations are eligible to

- (i) receive grants from a sponsor, including a student government or a faculty, college, department or other academic unit, and
- (ii) receive funds generated by a levy approved in accordance with these regulations.

(c) All such organizations must, prior to receiving funds, provide the Provost with

- (1) a copy of their constitution or equivalent written statement of purposes and goals,
- (2) a current listing of the names and addresses of executive officers, including the treasurer or equivalent, and
- (3) an undertaking to observe the general regulations and policies of the university and the regulations and procedures governing financial accountability.

Policy on Temporary Use of University Space

<https://secretariat-policies.info.yorku.ca/policies/temporary-use-of-university-space-policy/>

1. Members of the York University community are encouraged and allowed to hold events and to engage in the full expression of their opinions on the University's premises, subject only to the principles and procedures outlined herein.
2. The lands and buildings of York University are private property and the University reserves the right to control access to its campuses, and the use of its space and facilities.
3. Persons who are not students, faculty, staff or members of a governing body of York University are considered guests of the University.
4. Members of the University and others may use University space provided that it is reserved in advance for organized purposes and that it is used in compliance with all University policies and regulations and municipal by-laws. For example, and without limiting the generality of the foregoing, users must comply with the University's food and alcohol policies, parking regulations, smoking restrictions, fire and safety requirements, etc. Federal and Provincial statutes and municipal by-laws relating to private property and the rights of individuals will apply without condition.
5. The University upholds the principles of freedom of speech and freedom from intimidation and harassment. All persons having access to and use of University space shall observe these principles, and the laws of Canada.

Policy on Postering

<https://secretariat-policies.info.yorku.ca/policies/postering-guidelines/>

7. With the exception of University approved regulatory notices, postering inside classrooms, lecture halls and other teaching spaces is prohibited. Posters and documents relating to class instruction or other programmatic use of the teaching space are permitted, but shall be removed upon vacating the room/space.

Policy on Acceptance and Display of Commemorative Artwork

<https://secretariat-policies.info.yorku.ca/policies/acceptance-and-display-of-commemorative-art-work-guidelines/>

3. In determining whether to accept and display a work, the following considerations will apply:

The artistic merit of the work

The degree of difficulty of maintaining and the cost of insuring the work

Any special security measures required to protect the work

Whether the work or the individual or event it commemorates is so controversial as to engender activity which would compromise the work, the facilities or the activities of the university.

Hate Propaganda – Guidelines

<https://secretariat-policies.info.yorku.ca/policies/hate-propaganda-guidelines/>

1. York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, **inequality and discrimination based on grounds enumerated in the Ontario Human Rights Code**. In such an environment there is no place for hate propaganda.

Policy Concerning Racism

<https://secretariat-policies.info.yorku.ca/policies/racism-policy-and-procedures/>

1. York University affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength.
2. York University affirms its commitment to human rights, and, in particular, to the principle that every member of the York community has a right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity.
3. York University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment and to promote anti-racism.

Policy on Sexual Violence

<https://secretariat-policies.info.yorku.ca/policies/sexual-violence-policy-on/>

Sexual Harassment:

- a. Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted;
- b. The making of an implied or express promise of reward for complying with a sexually oriented request;
- c. The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request; and/or
- d. Sexually oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Sexual Violence:

Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is

committed, threatened or attempted against a person without the person's consent and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

Policy on Computing and Information Technology Facilities

<http://secretariat-policies.info.yorku.ca/policies/computing-and-information-technology-facilities-senate-policy/>

2. Computing and information technology facilities may be used only in a manner which does not contravene York University's relevant policies, codes, agreements, and network protocols, and provincial and federal laws.

Policy on Workplace Harassment Prevention

<http://secretariat-policies.info.yorku.ca/policies/workplace-harassment-prevention-policy/>

The term, "workplace harassment" means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; or workplace sexual harassment.

1. York University is committed to protecting all persons working for York University and shall take reasonable precautions to prevent workplace harassment.
2. Anyone who engages in workplace harassment shall be subject to complaint procedures, investigation, remedies, sanctions and discipline up to and including termination.

Policy on Special Events and Visits of High Profile Guests

<http://secretariat-policies.info.yorku.ca/policies/special-events-and-visits-of-high-profile-quests-to-the-university-policy/>

To ensure that special events and visits of high profile guests to the University are properly arranged and staged, the President shall, from time to time, establish formal procedures applicable to all members of the University community. These procedures will ensure the application of consistent standards for University events and will address appropriate protocol and operational considerations, including, but not limited to, co-ordination for scheduling within the University calendar, evaluating the adequacy of the budget to the project requirements, space, risk assessment, security arrangements, invitations, publicity & media relations, hosting.

B.2 Senate Motions and Policies:

In addition to University policy, Senate has also adopted a range of policies and motions which contribute to the framework of freedom of speech protections at York

Senate's Hortative Motion to SSHRC on Academic Freedom and the Role of the University (June 2009)

That the Senate of York University express to the *Social Science and Humanities Research Council* (SSHRC) its support for universities to organize and host academic conferences free from government intervention.

That the Senate of York University confirm that the principles of academic freedom prevail with regard to all academic activities undertaken under the auspices of the university as also expressed by the President of the University, the Chair and Chair-designate of the Board of Governors.

Senate Policy on Responsible Conduct of Research - <https://secretariat-policies.info.yorku.ca/policies/misconduct-in-academic-research-policy/>

Senate Policy on Faculty Responsibilities - <https://secretariat-policies.info.yorku.ca/policies/responsibilities-of-faculty-members-statement-and-procedures/>

3. The statement of collegial responsibilities which follows pre-supposes an understanding of the traditional values of university life--that receiving an appointment at a university has meant and still means to most colleagues a commitment to a life of scholarship and creativity, and that the full professional energies of faculty members will be placed at the service of the academy and their disciplines. A tenured appointment guarantees freedom of thought and action to its holders. With this guarantee comes a commitment to the community of one's academic peers to use those freedoms for the purposes for which they are intended. This shared trust must not be abused, either by inordinate or indiscreet paid activity which fails to meet the general criteria outlined below, or by failure to fulfil one's university obligations. A university cannot function by constantly coercing faculty members to live up to their scholarly or creative responsibilities, or to refrain from taking on outside paid work which is neither reflective nor innovative. However, the university must nonetheless be in a position to account to all of its members and to society at large for the way in which those responsibilities are discharged. It must therefore possess knowledge of the behaviour which will permit such an accounting, and must accept responsibility for dealing with abuse.

Senate Policy on Disruptive and/or Harassing Behaviour in Academic Situations (2006)

<http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>

Policy

Senate affirms that no individual or group of individuals shall cause by action, threat or otherwise, a disturbance that obstructs any academic activity organized by the university or its units.

York is committed to policies that support the teaching and learning of controversial subject matter. Students and instructors are, however, expected to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be civil and respectful at all times within the learning environment, including within classrooms, laboratories, libraries, study halls and other places where academic activities are conducted and in areas proximate to those where academic activities are taking place.

It shall be the responsibility of the course director or other supervisor to determine the appropriate academic response and follow-up resulting from a disruption.

C. Statements from York Presidents:

<https://www.yorku.ca/secretariat/senate/committees/apprc/documents/AcadFreedom/YorkUniversityStatementsandDeclarations2009-2010.pdf>

President 's Statement on Free Speech: A Reminder of Our Rights and Responsibilities (26 February 2010)

“It is the responsibility of those with strong views on either side of this debate to conduct themselves in a way that does not demonize others, nor create an atmosphere where intolerance is the inevitable outcome. Equally we will not tolerate members of our community engaging in speech or actions which may be or be perceived to be threatening. Nor is it acceptable to attempt to disrupt or interfere with events on campus, even if some may find them distasteful. This includes actions by groups from outside the University, who have been warned that we will not tolerate attempts to silence students expressing themselves.”

University statement on building academic communities (June 16, 2009)

President's Statement on Academic Freedom and the Role of the University (May 21, 2009)

D. York Collective Agreements

YUFA, OHFA and CUPE collective agreements all include reference to “academic freedom” – for example, the YUFA-York Collective Agreement provides:

10.01 The parties agree to continue their practice of upholding, protecting, and promoting academic freedom as essential to the pursuit of truth and the fulfilment of the University’s objectives. Academic freedom includes the freedom of an employee to examine, question, teach, and learn; to disseminate his/her opinion(s) on any questions related to his/her teaching, professional activities, and research both inside and outside the classroom; to pursue without interference or reprisal, and consistent with the time constraints imposed by his/her other University duties, his/her research, creative or professional activities, and to freely publish and make public the results thereof; to criticize the University or society at large; and to be free from institutional censorship. Academic freedom does not require neutrality on the part of the individual, nor does it preclude commitment on the part of the individual. Rather, academic freedom makes such commitment possible.

10.02 When exercising their rights of action and expression as citizens, employees shall endeavour to ensure that their private actions or expressions are not interpreted as representing positions of York University. Any published views of the Administration concerning yufa shall be clearly identified as representing the views of the York University Administration.

Collective Agreements also include important protections against harassment, including CUPE 3903 (Article 4), as well as YUFA (Article 3)

The Working Group does not see this policy exercise as derogating from any of the rights or procedures contained in collective agreements to which York is a party.

E. York Task Forces, Reviews and Inquiries

York's president announced the creation of a Task Force on Student Life, Learning & Community (2009) “Rights and Responsibilities Within the University” - https://www.yorku.ca/president/communication/reports/docs/TaskForce_FINALREPORT.pdf

“32. The most important principle that needs to guide the action of the University on the matters considered by this Task Force is (from our Terms of Reference) the University’s unwavering commitment to fundamental values of free expression, free inquiry, and respect for genuine diversity of thought and opinion. The core missions of the University are research, teaching and learning. We foster the scholarly and civic development of the University’s students in a safe

and secure learning environment. Preservation of academic freedom and free and open exchange of ideas and opinion for and by all members of the community through respectful debate are central to these missions.

33. It follows that universities are and should be sites of scholarly, intellectual and political engagement, places in which provocative questions can be asked which intentionally seek to disturb the status quo and which need to be raised free of intimidation and harassment. Universities are and should be places of controversy. Intimidation or harassment of members of the community in an attempt to limit their freedom of inquiry or expression of opinion has no place on a university campus. Fully respecting expressive freedom in a manner consistent with the laws of Canada means that points of view with which some or even the vast majority of us may disagree, which for some of us may even be intolerable, must be able to be raised and explored in a variety of academic and scholarly venues.

34. We affirm the principle that the University must be open to the widest range of reasoned debate and argument and that attempts to prevent such free academic inquiry, whether from other members of the University community or from external groups, are inconsistent with the purpose of the University.

35. Universities must also proactively protect free expression including speakers whose views may be deemed to be controversial. This is particularly important in our case because from the information we have been given, it seems that the most disruptive incidents that have occurred on campus, those which have interfered with classes (and which should be noted are fewer in number than the general impression that has effectively circulated in the media and even within our own campus) have occurred when rival groups attempt to 'shut down' one another. These are confrontations, in short, in which student groups attempt to stifle one another's expressive freedom through intimidating or harassing behaviours. These are also the events in which tensions are at their highest and in which the possibility of violence is the most pressing. Part of the protection of freedom of expression is the prevention of its abuse. Expression used to silence others is not defensible."

Iacobucci Report https://www.yorku.ca/acreview/presidents_response.pdf (2009)

F. Centre for Human Rights, Equity and Inclusion

Resource Guides:

- Hate Propaganda: A Guide for Students, Faculty & Staff
- La propagande haineuse : Guide pour les étudiants, les membres de la Faculté et le personnel
- Sexual Harassment: A Guide for Students, Faculty, & Staff

- Sexual Assault: A Guide for Students, Faculty, and Staff
- Gender Expression/Gender Identity: A Guide for Students, Faculty, & Staff (Inclusive Language)
- Accommodating Creed (Religion): A Guide for Students, Faculty, & Staff
- Accommodating Disability: A Guide for Students, Faculty, & Staff
- Accommodating Family: A Guide for Students, Faculty, & Staff
- Faculty Resource Guide: Teaching Students with Disabilities
- Understanding Racism: A Guide for Students, Faculty, & Staff

Inclusion Lens: Event Management Tool

- Inclusion Lens - an Event Management Tool designed to assist York University in engaging all peoples in events!

York University Statement of Policy on Freedom of Speech

Free Speech Resources and Projects

Draft – November 15, 2018

Building on York University's Statement of Policy on Free Speech and the submissions, comments and suggestions shared by many members of the York community who participated in consultations over a number of weeks in the Fall of 2018, the Working Group believes it is important to undertake a range activities and further consultations in relation to free speech at the University.

The Statement of Policy on Free Speech includes the recommendation that, "Additional guidelines, tool-kits, education and training with respect to free speech will be developed from time to time as needed." Below, we elaborate on these recommended next steps.

1. Tool-Kit on Protest

The Working Group heard from a number of community members that the rules relating to protest at York are vague, and there is a perception that those who participate in protest activities may be subject to "reprisals" of various kinds. A "tool-kit" which includes the relevant policy language, examples of permitted and prohibited activities, and further resources for advice and recourse, would go some way to address the current ambiguity. In addition to providing an important source of information for those wishing to engage in protest, such a tool-kit could also form the basis for additional training and education for University staff. While there is significant expertise at York on these issues, the Centre for Human Rights, Equity and Inclusion, which already has developed a tool-kit for those planning events, might be well-suited to this project. The Working Group emphasizes the importance of broad and inclusive consultations in the development of such tool-kits.

2. Interpretive Guidelines

The Working Group heard from many members of the York community that their concern lay not in the general language of a Statement of Policy on Free Speech but how such policies have been and will be interpreted and applied. Interpretive Guidelines, which include examples and commentary, could be helpful in several areas, and we would identify interpretive guidelines around the Temporary Use of University Space policy (for example, when additional charges for security would be required), the Student Code of Rights and Responsibilities, the policy concerning Racism, and the Senate Policy on Disruptive and/or Harassing Behaviour in Academic Situations, as high priorities. In each setting, the Working Group would recommend a broadly consultative process for developing such guidelines, including the involvement of student bodies such as YFS and YUGSA, among others.

3. Web Portal for Free Speech Policies and Resources

Given the importance of clarity and access to information on free speech, the Working Group recommends the development of a single web portal on free speech, which would house York's Statement of Policy on Free Speech, Annual Reports and other publications developed in relation to the Statement of Policy, and would include tool-kits and interpretive guidelines, and links to relevant underlying policies.

4. Ongoing Discussion on Free Speech

The Statement of Policy commits York University to prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO). The Working Group recommends that a process be created for community members to provide ongoing input into the further development of resources relating to the Statement of Policy on Free Speech.

5. Addressing Gaps and New Policies

This process has highlighted how dynamic the area of free speech, and its limits, has become. York University has a long and rich history of fostering an environment in which ideas are freely and respectfully exchanged and debated and evolving its policies and procedures to reflect the needs and interests of the community. The Working Group sees value in reviewing the Statement of Policy on Free Speech and related policies at regular intervals to ensure they remain relevant and effective.

Freedom of Speech Policy Working Group WHAT WE HEARD

On October 25, 2018 the Working Group posted a discussion document with respect to the development of a freedom of speech policy. It invited all members of the community to provide input on the subject through several media including submitting remarks in writing, posting to a Facebook page dedicated to the subject, or attending one of four town halls (one at Glendon campus, two in-person sessions on the Keele campus and one e-town hall). In addition, discussions on the topic have been undertaken at Faculty Council meetings and submitted to the Working Group.

A wide range of questions, suggestions and concerns have been shared. The following provides a summary of the key messages received.

The Obligation to Have a Policy and Its Content

1. Creating a policy

The provincial government is motivated by an intention to provide for right wing racist, sexist, and anti-LGBTQ activism on campuses and to prevent community members from protesting these views. The University of Chicago statement has been used in Chicago to invite right-wing extremists to speak on campus, and to silence students who protested them. Ultra right-wing speech is particularly harmful to the York community given the racial, cultural and gender diversity of our students, faculty and staff.

The government is encroaching on the autonomy of the university and this initiative should be opposed by the university.

Some endorsed the principles of the Chicago statement or the statement itself. Others worry that it lays the groundwork for curtailment of protests. Similarly, some welcome the Ford government's initiative out of a desire to avoid the "shutting down" of speakers, stop arbitrary labelling and marginalization of individuals as extremist, and reduce the costs to organizers when controversial speakers are invited. Others are concerned that extremists have been emboldened by the government's mandate, and are stealthily encroaching on campuses.

The relationship between free speech and safety, wellbeing and mental health was frequently highlighted in open forums. For some, the unrestrained exercise of free speech and freedom of expression can result in harms resulting from anxiety or shaming. For others, the very essence of a university is to expose students to ideas they may find provocative or in some ways offensive in (ideally) a scholarly sharing of perspectives.

Some worried that the University was creating a policy from scratch and would abandon its values and convictions. Others appreciated the robust framework and accepted that view, expressed by the working group, that the University has a robust, policy-rich context and decades of experience dealing with challenging situations. In this light, it is not necessary to draft a new policy. The goal is to draw upon existing documents to create a statement of policy that reliably consolidates them.

2. Definition of Free Speech

The limitations to free expression based on hate speech should be explicitly mentioned in the definition portion of the policy.

The definition of free speech should not include language that is racially, religiously or sexually coded.

Consider expanding the definition of free speech beyond the conventional, liberal conception based on a negative right, to include other conceptions--such as an Indigenous conception--that would ground a positive right. E.g. Anishinaabe constitutional order which focus on responsibilities rather than a vision of individuals as autonomous.

The consultation document issued by the working group – some found it dense and conceptually ambiguous, others found it thorough and consistent – did not address academic freedom per se. (This was done out of respect for collective agreements and the special nature of academic freedom). Even so, the rights and responsibilities of faculty members came into view. Do instructors have a special burden to be sensitive to their students? Are there limits to the kind of research conducted and disseminated? Must speech be grounded in “factuality”? Is “opinion” legitimate if it challenges, for example, the human causes of climate change as opposed to the actions best able to address climate?

3. Scope and Content

Statements that are demonstrably false should not be permitted under a free speech policy, when the evidence that such statements ARE demonstrably false, is well known, and the false statement is likely to cause significant harm. (e.g. "Adolph Hitler's Nazi Germany did not murder millions of people", or "There are biological differences that make men smarter than women.")

The policy should include a corresponding right to freedom from discrimination, that is, it should balance classic liberal notions of freedom with diversity and equity. It may be helpful to identify what is *out* of scope such as private conversations or posting on social media not tied to York e-mail or servers. Notions of intent may be germane, for

deliberate offence may differ from the kinds of passionate, even distasteful exchanges that require negotiation in the class room setting.

Freedom to protest must be upheld. The Chicago Principles acknowledge freedom “to criticize and contest views” but indicate that they may not “interfere with the freedom of others to express their views”. How will “interfere” be defined? Individuals asked: who defines and policies anti-racism? Who defines what is “disruptive?” Is it the length of time, the number of people involved, the forcefulness?

The scope of the policy should be clear. How will this apply to invited guests and uninvited visitors? Does it apply to students while engaged in experiential education opportunities?

The policy and procedure must take into consideration the diverse campuses of York. The special nature of Glendon was cited in this regard, where close quarters may magnify issues around use of space.

The Working Group and Consultation

The Working Group does not have any members from elected student governments and should. It has insufficient student representation. Greater student representation will assist identifying key issues.

Given the level of expertise that exists within certain departments (e.g. Equity Studies), it was disappointing that the working group did not undertake a more pro-active outreach program. The working group was advised to familiarize itself with actual case studies when campus controversies turned on free speech debates.

There were a number of requests to provide a detailed record of the consultations available as context and out of a commitment to transparency and accuracy.

Concerns Regarding How the Policy May be Applied

Many student groups are concerned that the policy will be against them to prevent them from speaking out on issues of importance to them. It could have a significant chilling effect on free speech and student activism.

Although the Working Group itself will not be responsible for implementation, there were suggestions about concrete steps:

- Training (mandatory or voluntary) for members of the community or public education on what a university is and why freedom of speech is essential
- Creating of toolkits or other forms of guidance
- The development of illustrations

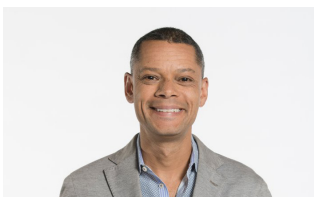
- Creation of “speakers’ corners” or designating times when classes are not held adjacent to areas set aside for demonstrations
- A free speech and privacy ombudsperson
- (New) mechanisms for sanctioning those who prevent the exercise of free speech

PRESIDENT'S KUDOS REPORT

NOVEMBER 2018



Professor and Associate Vice-President Research [Dr. Rebecca Pillai Riddell](#) was awarded the 2019 Jeffrey Lawson Award for Advocacy in Children's Pain for her excellence in the field of pain management and her impact as a mentor to young scholars studying behavioural pain responses.



York alumnus and honorary degree recipient [Matt Galloway](#) (BA '94; LLD '17) was named the 2018 *NOW Magazine* best radio personality.



Lassonde graduate students [Zhongpan Wu](#) and [Karim Hammad](#) have won two industry awards for their work on custom computers' DNA sequencing capabilities:

- Best Live Demo Award from the 61st IEEE International Midwest Symposium on Circuits and Systems;
- Industrial Collaboration Award from CMC Microsystem's TEXPO/Innovation 360 Symposium.



PhD student [Dwayne Brown](#) won Metroland Media Toronto's Urban Hero award in the Social Issues (People's Choice) category for his work with Generation Chosen, an organization he co-founded that provides mentorship to youth in the Jane-Finch neighbourhood.



Undergraduate student [James Jung](#) took home the top prize at the Engage Undergraduate Investment Conference stock pitch competition, the largest undergraduate investing conference in the United States.



The Schulich School of Business was the top-ranked North American business school in sustainability education, according to [2018 Better World MBA Ranking](#) by *Corporate Knights Magazine*. The ranking also placed the Schulich MBA program third in the world.



The [York Lions Men's Soccer Team](#) won the OUA Blackwood Cup for the second consecutive year and the fifth time in the last six years.



President's Ambassador Program

The inaugural cohort of students selected to participate in the [President's Ambassador Program](#) were announced. This diverse group of multi-talented undergraduate and graduate students are engaged York community members who will share their commitment for the University through various institutional events and initiatives.



York launched the new [Indigenous Studies](#) program in September for the 2018-19 academic year through the Department of Equity Studies in the Faculty of Liberal Arts and Professional Studies. Students enrolled in the program will be grounded in knowledge of Indigenous languages, cultures, traditions and languages, and will study the multiple issues faced by Indigenous communities in Canada and around the world.



Faculty of Science Professor [Jennifer Chen](#) has been named to the Top 40 under 40 Power List by *The Analytical Scientist Magazine* in recognition of her work to create a multifaceted research program in analytical chemistry.



The Society for the History of Technology has named [Professor Edward Jones-Imhotep](#) the winner of the 2018 Sidney Edelstein Prize, which is the most prestigious book prize in the history of technology field. Jones-Imhotep is the second faculty member of a Canadian university to receive the honour in the prize's fifty year history.



The Schulich Executive Education Centre's [Asian Business and Management Program](#) won gold in the Canada China Business Council's Educational Excellence category for demonstrating outstanding achievement in delivering China-related success.



Lassonde students [Maheen Sani](#) and [Hunter Schofield](#) won the Co-op/Internship of the Year award in recognition of their leadership excellence and technical expertise.



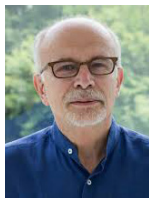
The [York Lions Field Hockey Team](#) won the 2018 OUA championship tournament, defeating the Guelph Gryphons by a score of 1-0 to bring the OUA banner home two years in a row.



Dance professor Patrick Alcedo's documentary [Dancing Manilenyos](#) won in the Foreign Short category at the Hollywood International Independent Documentary Awards.



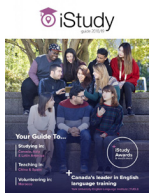
[Isaac Garcia-Sitton](#), director of International Education and the York University English Language Institute (YUELI) at the School of Continuing Studies, has been named one of 2018's "10 Most Influential Hispanic Canadians," a recognition presented by TD Bank and organized by the Hispanic Business Alliance.



Glendon professor [Roberto Perin](#) won the Historical Writing Book Award at the 2018 Toronto Heritage Awards for his book *The Many Rooms of This House: Diversity in Toronto's Places of Worship Since 1840*.



The [Law in Action Within Schools](#) (LAWS) Program, an innovative partnership between Osgoode Hall Law School, University of Toronto Faculty of Law and the Toronto District School Board, received a \$17M Catalyst Grant from the Law Foundation of Ontario in recognition of its work to advance access to justice in Ontario.



The [York University English Language Institute \(YUELI\)](#) has been recognized as the [2018-19 World Language School of the Year - North America](#) by iStudy Guide. The award is the highest recognition for a language institution.



York computer security students, [Team X](#), won first prize in the Cybersecurity Higher Education Contest at the "People in Cyber Conference."



York's [Centre for Research on Latin America and the Caribbean](#) (CERLAC) marks its fortieth anniversary this month. CERLAC is Canada's oldest and largest LAC research centre. The anniversary was commemorated with a talk featuring performance studies scholar Diana Taylor during the [2018 Michael Baptista Lecture](#).



Chemistry Professor [Ryan Hili](#) won the Petro-Canada Young Innovator Award, a distinction that recognizes outstanding early career faculty. The award program is a commitment by Petro-Canada (now Suncor Energy Inc.) and York University to encourage excellence in teaching and research that will enrich the learning environment and contribute to society.



Faculty of Environmental Studies professor [Andil Gosine](#) won a Canada Council for the Arts Explore and Create Grant valued at \$22,000 to produce a documentary related to his research on visual arts and indentureship.

APPOINTMENTS



[Several York alumni](#) were elected or re-elected to office throughout Ontario in the most recent municipal elections, including mayor of Toronto and alumnus John Tory (LLB '78).



Lassonde Professor [John Moores](#) has been elected as a member of the Royal Society of Canada College of New Scholars, Artists and Scientists in recognition of his outstanding work in the field of planetary science and space engineering.



Faculty of Science professor [Amro Zayed](#) was named President-elect of the Entomological Society of Ontario.



Two Osgoode Hall Law School alumni were appointed as judges to the Ontario Superior Court of Justice in Brampton:

- the Honourable James Stribopoulos (LLB '94);
- and Justice Susanne Boucher and Susanne Boucher (LL.B. '96; LLM '02).

Board of Governors

Memorandum

To: Board of Governors

From: Bobbi White, Chair, Academic Resources Committee

Date: 27 November 2018

Subject: Canada Research Chairs: Equity, Diversity and Inclusion Action Plan

Recommendation:

That the Board of Governors approve the Canada Research Chairs Equity, Diversity and Inclusion Action Plan for York University, as set out in Appendix A.

Rationale:

In response to concerns on equity and diversity raised during the program's 15th year evaluation, the Canada Research Chairs (CRC) Secretariat has required institutions to adopt greater transparency in their allocation, selection and renewal processes for chair-holders through the development of an institutional Action Plan that must explicitly address the under-representation of individuals from the four designated groups as CRCs: women, persons with disabilities, Aboriginal Peoples and visible minorities.

York's draft institutional response was submitted to the CRC Secretariat in December 2017, and reviewed by the Board Academic Resources Committee in February 2018. It describes how the institution will sustain the participation, and/or address the under-representation of individuals from the designated groups within their allocation of chairs by meeting the institution's equity targets by December 2019.

This draft was approved by the CRC secretariat a few weeks ago. Part of the expectation is approval of the CRC-approved Plan by York's Board of Governors, and review by the relevant Senate Committee. The Senate Academic Policy, Planning & Research Committee has completed its review and advised Senate accordingly.

Board of Governors

Major Recommendations of the Plan include:

1. Improve Training in Unconscious Bias Across the University (implemented)
 - Training workshop that integrates into existing Affirmative Action program, used to train hiring committees in the concept of unconscious bias training for Fall 2018.
 - Revised pilot workshop has been presented and ongoing feedback will inform revisions towards final workshop.
2. Enhance existing collaboration between hiring units, Faculties, Vice-President Research and Innovation and Provost & Vice-President Academic to improve recruitment and hiring procedures- creation of revised written CRC hiring procedures
3. Develop strategies and support programs that enhance research, emotional and social resources, for our Chair-holders, with focus on needs of designated group candidates. Continue to build a context where diversity is celebrated and inclusion prioritized.

Meeting Targets:

In achieving York's Canada Research Chairs Equity, Diversity and Inclusion (EDI) Action Plan targets, several proactive steps will be taken by the Office of the VPRI. Specifically, meeting with all CRC Search Committees to ensure they are aware of our equity targets, development of a checklist to assist Search Committees with following the requirements during the recruitment process. Further, the Office of VPRI will provide support throughout the recruitment process and will request current CRCs self-identify if they have not already done so.

We have also adopted the CRC best practices, and revised our unconscious bias training to ensure search committees are equipped with all the tools needed to allow for a diverse pool of candidates in meeting our equity targets.

EQUITY, DIVERSITY AND INCLUSION ACTION PLAN RECOMMENDATIONS FOR YORK UNIVERSITY'S CANADA RESEARCH CHAIR PROGRAM

Prepared by the York University Committee on Equity, Diversity
and Inclusion

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PREFACE

Responding to major equity, diversity and inclusion challenges within the federal Canada Research Chairs (CRC) program, the CRC Secretariat in Ottawa mandated in Spring 2017 that all institutions with an allocation of five or more Chairs develop their own Equity, Diversity and Inclusion Action Plan (CRC EDI Plan). The purpose of the CRC EDI Plan was to describe how the institution sustains the participation of individuals from the federally mandated four designated groups (FDGs) – women, Aboriginal Peoples, persons with disabilities and visible minorities¹ – within their allocation of Chairs. Moreover, in cases where universities were not meeting FDG targets, universities were to outline actions and objectives to achieve their equity targets within 18-24 months.

To develop its CRC EDI Plan, the York University Committee on Equity, Diversity and Inclusion for Faculty Recruitment (CRC EDI Committee) was struck, chaired by Dr. Rebecca Pillai Riddell, a Professor and York Research Chair in Pain and Mental Health. A pan-university committee was selected to ensure representation from the FDGs, current CRC Chairholders, faculty and staff members with expertise in equity/diversity/inclusion, and University staff administrators with responsibility for implementing the CRC program (see Appendix A). The Executive Co-Sponsors of the Committee were Professor Lisa Philipps, interim Vice-President Academic and Provost, and Dr. Robert Haché, Vice-President Research & Innovation (VPRI). Executive sponsors provided financial and personnel resources to support the initiative and offered high-level oversight. In addition, as it was the unanimous opinion of the CRC EDI Committee that the unconscious bias training suggested by the CRC Secretariat to meet the program requirements was not suitable for our university context, a second parallel committee was also struck (see Appendix B) with the mandate to build a 'Made for York' unconscious bias workshop that would be used not only for the CRC program, but for all hires across the university.

York's CRC EDI Plan and the new Unconscious Bias Training Workshop that enhanced our existing Affirmative Action training was only possible through a large, dedicated collaboration of over 80 York faculty and staff members who enthusiastically engaged in the many different committee meetings, interviews, review of Plan drafts, workshop pilots, and feedback consultation meetings between June 1 and December 14, 2017. An important outgrowth of this process was the creation of a more integrated and collaborative network of equity champions that live in all corners of our university. This mobilization bolsters our resolve that we will meet our targets laid out in our CRC EDI Plan – targets that aim to exceed those set by the CRC Secretariat.

As required, on December 15, 2017 York's CRC EDI Plan was submitted to the CRC Secretariat for review and approval. Upon revision following receipt of feedback from the CRC Secretariat, York's CRC EDI Plan will be subject to the following governance processes:

- Consultation with the York University Faculty Association;
- Consultation with the Academic Policy, Planning and Research Committee (the lead working committee of York University's Senate); and
- Approval by the Board of Governors (anticipated spring 2018).

Once approved, the components of the Plan will be monitored by the Office of the VPRI. The VPRI team will work with Faculties and hiring units to ensure that the points of the Plan are enacted, reviewed regularly and adapted appropriately based on the impact on the measurable equity/diversity targets contained within the Plan.

¹ These are categories defined by federal legislation. Whenever appropriate, we will opt to use the more inclusive terms of racialized scholars (visible minorities) and Indigenous scholars (Aboriginal).

ABOUT YORK UNIVERSITY

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek (a-nish-na-bek) Nation, the Haudenosaunee (ho-dee-no-sho-nee) Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject to the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Since its inception in 1959, York University has been a university characterized by consistent growth and innovation. Starting with borrowed space for 76 students, York has continuously grown to its current size of over 52,000 undergraduate and graduate students. York has over 1,400 full-time faculty members and librarians across two major campuses in Toronto (Keele Campus and Glendon Campus), two downtown locations (Osgoode Law and Schulich Business), and two international satellite campuses (Costa Rica, India). In 2018, it will break ground on its newest major campus in Markham. Strengthened by the constant influx of diverse citizenry amongst its student body and faculty/staff complements, York draws its strength in part from being situated in the centre of the Greater Toronto Area. York University is committed to open-minded and engaged scholarship that reflects excellence and innovation. Enshrined in its *University Academic Plan 2015-2020*² is the core value of upholding social justice and equity. In 2018, York will renew its Strategic Research Plan, the conceptual framework under which Canada Research Chairs are hired. Informed by the pan-university exercise undertaken for this Plan, York will forge a new research plan that will continue to prioritize exceptional, creative pursuits that work towards forging a just and sustainable world. Consultations throughout the university this Fall make it clear that an Indigenous research strategy and understanding of non-traditional research outputs will factor importantly in our new plan.

For many decades, York University has had an established Affirmative Action program which is central to our tenure-track hiring processes and enshrined in our collective agreements. Our current hiring procedures explicitly challenge our community to achieve standards of equity for women and racialized scholars that exceed current recommendations by the Canada Research Chairs Secretariat, with priority also given to Persons with Disabilities and Indigenous scholars.

² <http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf>

YORK UNIVERSITY'S CRC EDI PLAN STRUCTURE

The CRC Secretariat requirements denote four major institutional action plan components:

- Equity, diversity and inclusion objectives and measurement strategies that will enable swift progress towards meeting targets.
- A description of how York manages its CRC allocations.
- An explanation of how York collects its equity and diversity data.
- An accounting of how York encourages retention and inclusivity.

Contributing to the content under each of these sections, the CRC Secretariat also lists four types of inquiry to inform the objective and measurement strategies. First, they request a review of York's current employment systems and recruitment practices. Second, a comparative resource review (salary, research time, research funding) of current Chairholders. Third, an environmental scan of York's workplace to examine how the institution is meeting its equity and inclusivity needs of its Chairholders. Finally, a summary of the institution's unique challenges based on its characteristics (e.g. linguistic, geographic, diversity within the student body, etc.).

In the interest of providing a more coherent narrative, and to better align with the extensive data gathering efforts for this project, York University's CRC EDI Plan will proceed in a slightly altered order, as follows:

- The first section describes York's institutional characteristics which, contrary to serving as an obstacle in meeting equity targets, entices our institution to exceed them.
- The following section presents data from the employment systems review, including details on the management of CRC allocations, the collection of equity and diversity data, and variances across resource allocation.
- The next section presents an environmental scan, which reports on the health of York's workplace vis-à-vis recruitment, hiring and retention/inclusivity, within the context of equity, diversity and inclusion.
- The final section presents the objectives and management strategies generated by the many contributors to this Plan from across the university.

1. YORK UNIVERSITY IN CONTEXT

The Canada Research Chair (CRC) Secretariat directed that objectives and measurement strategies be developed in a manner contextualized by the institution's unique challenges based on its characteristics. Most interestingly, an examination of York's linguistic, geographic and cultural context did not serve as a deterrent to achieving equity targets; rather, its central location within Canada's largest and most diverse city provides numerous advantages that inspire action to exceed those targets. The following sections detail York's contextual landscape, from the larger municipal environment through to Faculty-based complement demographics, and finally to an analysis of York's CRC equity targets using the calculation tool.

LINGUISTIC, ETHNO-CULTURAL AND ABILITY CONTEXT – TORONTO AND ONTARIO

Statistics Canada 2016 census data notes that the City of Toronto is home to approximately 2.7 million people (52% women), with 93% reporting the ability to speak English, 2.5% reporting the ability to speak French or English and French, and about 5% reporting the ability to speak neither official language.³ Four hundred and twenty-five people reported speaking Aboriginal languages, with the largest proportion speaking one of the Algonquin languages.⁴ It is important to acknowledge that many people of Indigenous heritage refuse to participate in formal census data, given how this information has been misused in the past. Thus, the data in this section likely represent an underestimation of true values. In terms of mother tongues outside the official languages, the largest linguistics groups were the Chinese languages (e.g. Cantonese, Mandarin, Min Nan), Italic-Romance Languages (e.g. Italian, Spanish, Portuguese) and Indo-Aryan languages (e.g. Gujarati, Bengali, Urdu).

When asked to report on ethnic origins, about 51% of Toronto was reported to be a visible minority, with the largest groups identifying as South Asians (e.g. Indian, Sri Lankan), East/Southeast Asian (e.g. Chinese, Filipino) and Black. Data regarding the municipal prevalence rates of persons with disabilities is challenging. Statistics Canada conducted a 2012 Canadian Survey of Disability,⁵ which provides a provincial context suggesting that 15.4% of Ontario adults have a disability because of a chronic condition or illness. Comparative analysis suggests that Ontarians have slightly higher prevalence rates than the rest of the country combined (about 1% higher) in both categories of disability described (chronic condition or illness, mental health, or addiction).

YORK UNIVERSITY'S FACULTY COMPLEMENT

Despite the rich and diverse pool described in the previous section, it is felt that when undertaking an assessment of York's academic complement, which are often drawn from schools outside the Greater Toronto Area and internationally (especially in the case of CRC candidates), the local context is not the appropriate comparator. Rather, a more appropriate assessment would be against national external availability statistics.⁶

In June 2017, York University's *2016 Annual Employment Equity Report* was released.⁷ This is a statistical summary of York's progress to achieve representation of the four designated groups (FDGs) – women, Aboriginal Peoples, persons with disabilities and visible minorities – broadly amongst its faculty and staff. However, the granularity was not appropriate for this report, so further statistics were provided by the report's author (Annette Boodram) that separated out academic members. It is important to note that, given the information provided to the

³ <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3520005&Geo2=PR&Code2=01&Data=Count&SearchText=toronto&SearchType=Begins&SearchPR=01&B1=All>; Note ethnic and language labels are that of Statistics Canada.

⁴ The term "Aboriginal" is used in the source Statistics Canada document.

⁵ <http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015001-eng.htm>

⁶ Statistics Canada provides external availability figures. In essence, proportions of a designated group within a university can be compared to the proportion of designated group members who are externally available to perform that job. The external availability figure also considers the geographic area from which you would typically recruit for employees. Professors are typically recruited nationally.

⁷ http://hr.info.yorku.ca/files/2017/08/Employment_Equity_Statistical_Report_2016.pdf

CRC EDI committee, the external availability statistics provided to us from Employment and Social Development Canada (ESDC) in regards to women are not accurate in regards to Science and Engineering. It is a critical deficiency which both York (and all universities) and the CRC Secretariat must acknowledge. Despite our dialogue with Employment and Social Development Canada about this challenge, their statistics suggest an external availability of 43.3% for both disciplines for females. Using engineering as an example of the challenge, Engineering Canada reports that between 16 and 24% of Canadian doctoral engineering graduates are female.⁸ Moreover, NSERC provides data that suggest a major difference in female Science enrollees when comparing Life Sciences to the Mathematics and Physical Sciences doctoral programs (50% versus 30%, respectively).⁹

From the ESDC report, it was reported that 46.1% of York's faculty complement identify as women, compared with 44.7% external availability. Many of our Faculties, including our largest Faculty (Liberal Arts and Professional Studies) far exceed the external availability with internal representations of females between 51 and 68%. However, York's Business, Science and Engineering Faculties had internal representation percentages approximately 13%, 21% and 35% (respectively) less than external availability would otherwise predict. But again, these numbers must be contextualized by the much smaller pool of available doctoral graduates in certain disciplines.

In respect of Indigenous scholars, York has representation figures that generally meets or exceeds external availabilities. Faculties that have double or more than double the external availability of 1.3% include the Faculties of Environmental Studies and Education.

Across the university, visible minorities (i.e. racialized scholars) statistics show that overall York has an internal representation of 19.8%, versus an external availability of 18.8%. Most Faculties met or exceeded external availability, with the exceptions of the School of Arts Media Performance and Design (6% below), the Faculty of Science (4% below), and Glendon Campus (7% below). Of note, Engineering exceeds racialized scholar targets by significant amounts (28.9% vs 19.1%). Despite an overall York representation that exceeded external availability, an important caveat to keep in mind is racial disaggregation. The CRC EDI committee noted that a priority on racialized scholars is important but also of great import is the potential lack of diversity *within* the category of racialized scholars. This is an important nuance to the lens taken by both universities and the CRC Secretariat to consider when equity and inclusion is being discussed.

Finally, the internal representation of persons with disabilities across the university is 5.1%, versus an external availability of 3.8%. All Faculties met or exceeded external availability rates. One Faculty (Environmental Studies) significantly exceeded targets (11.1% vs. 3.8% external availability).

Based on this data, York is exceeding external availability for FDGs from an institutional perspective. However, at the Faculty level (where there are implications for CRC hiring) shortcomings across all FDG categories exist.

YORK UNIVERSITY'S CANADA RESEARCH CHAIRS COMPLEMENT

As of December 15, 2017, York has an allocation of 36 Canada Research Chairs – 18 Tier 1 and 18 Tier 2. Of those, 24 are filled, 10 have been allocated to Faculties which are in the process of recruitment, and 2 have not yet been allocated to a Faculty. Of the filled 24 Canada Research Chairs, 14 are Tier 1 Chairs, and 10 are Tier 2 Chairs. Of these, 12 are SSHRC affiliated, 8 are NSERC affiliated, and 4 are CIHR affiliated. Within the context of the CRC's target-setting tool, York's current equity targets and corresponding results are listed in Table 1: CRC Equity Targets, Occupancy and Gaps).

⁸ <https://engineerscanada.ca/reports/canadian-engineers-for-tomorrow-2016>

⁹ http://www.nserc-crsng.gc.ca/doc/Reports-Rapports/Women_Science_Engineering_e.pdf; Figure 2.10

Table 1: CRC Equity Targets, Occupancy and Gaps

	Target (% of Chairs)	Target (# Chairs)	Occupancy (# Chairs)	Gap (# Chairs)
Women	35%	8	6	2
Visible minorities	15%	4	-	-
Persons with disabilities	4%	1	-	-
Aboriginal Peoples	1%	N/A	-	-

Note: Numbers lower than five were removed to protect the privacy of Chairholders, while numbers less than 0.5 are denoted N/A.

Following on its motto, *Tentanda Via* or “The Way Must be Tried”, and recognizing its foundational commitment to social justice and equity, as well as its optimal location in the country in terms of diversity, York undertakes within this Plan a goal to meet or exceed the mandated CRC equity targets. Following guidelines from our collective agreements (40% female and 20% visible minority) and the CRC Secretariat targets:

- At least 35% women across all Faculties, striving towards 40%.
- At least 15% visible minorities across all Faculties, striving towards 20%.
- At least 4% persons with disabilities across all Faculties (already higher than external availability).
- At least 1% Aboriginal Peoples across all Faculties, striving towards 1.3%.

To help realize these stretch targets, York will implement innovative new strategies – many of which were informed during the data-gathering phase of this initiative – to enhance equity training of hiring committees, improve processes for the recruitment and onboarding of FDG faculty members, and strengthen initiatives around CRC inclusion and retention.

COLLECTION AND PROTECTION OF EQUITY AND DIVERSITY DATA

Language included in every job advertisement encourages applicants to self-identify within the FDG categories. In addition, upon receipt of their application, all applicants are sent a copy of the York University Self-Identification Form (see Appendix C), and applicants shortlisted for interview are again encouraged to self-identify during a meeting with the Affirmative Action Representative (the tenured faculty member, designed to monitor the entire hiring process from the vantage point of collective agreements’ Affirmative Action sections), which takes place during the site visit.

Upon completion, these forms are submitted directly by candidates to the hiring committee. Following this, the self-identified category/categories of every applicant is tracked in a formal chart template by the Affirmative Action Representative. All submitted self-identification forms, and the corresponding tracking chart, are included as part of the hiring package that is forwarded to the Dean for approval. In addition, information from the self-identification form is captured in a report generated by the hiring committee’s Affirmative Action Representative. This report also presents the rationale as to how the proposed hire complies with York’s Affirmative Action processes and advances the unit’s Affirmative Action targets.¹⁰ It was noted during the preparation of this Plan that there was no

¹⁰ Hiring committees are required to meet Affirmative Action targets based on their hiring unit’s progress as determined by an algorithm within the York University Faculty Association (YUFA) and Osgoode Hall Faculty Association (OHFA) Collective Agreements. This is articulated in every hiring units’ Affirmative Action Plan. This AA Plan compares the current hiring unit’s complement against targets that call for at least 40% women and 20% visible minority representation. When those targets are met, units are required to then increase representation of Aboriginal people and persons with disabilities.

consistent format for the Affirmative Action Representative's report, although its contents are prescribed in training.

Upon the Dean's approval, the file is transferred to the Joint Implementation Committee on Affirmative Action (JCAA) for careful examination of the Affirmative Action practices. The file is also sent to the Office of the Vice-President Academic & Provost, for review and approval by both the Provost and the President. Upon approval by the President, the Dean is authorized to make an offer to the recommended candidate.

Data sent to the Office of the Vice-President Academic & Provost are stored in locked cabinets. Both the hiring committee, hiring Faculty, and the Provost's office have an obligation to retain or destroy all hiring documents as per York's internal records management policies.¹¹

¹¹ <https://crs.apps06.yorku.ca/record/267>

2. REVIEW OF YORK UNIVERSITY'S CURRENT EMPLOYMENT SYSTEMS

The following sections provide an overview of institutional policies and practices related to CRC allocation, equity data collection, resource allocation, and retention and inclusivity, based upon a review of the following documents:

- CRC Secretariat's *Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention*
- Office of the Vice-President Academic & Provost's *Academic Appointment Process Document*
- *Osgoode Hall Faculty Association Collective Agreement (1 July 2015 – 30 June 2018)*
- York University's 2016 *Annual Employment Equity Statistical Report*
- *York University Faculty Association Collective Agreement (1 May 2015 – 30 April 2018)*
- York University's *Procedure for Dealing with Complaints of Harassment or Discrimination*

Note that website links to the above can be found in Appendix D. As well, the University Secretariat provided a confidential legal factum on relevant provincial, federal and university governance policies for this exercise. Additional contributions were made by staff within the Divisions of the Vice-President Research & Innovation, Vice-President Finance and Administration, and Vice-President Academic & Provost.

MANAGEMENT OF CANADA RESEARCH CHAIR ALLOCATIONS

A detailed accounting of the policies and processes governing York's allocation of Canada Research Chairs can be found in our existing policy which is included in Appendix E. The following points further clarify aspects of the recruitment, hiring, and renewal process:

- To ensure that all Canada Research Chairs are treated equally during negotiations, the Office of the Vice-President Research & Innovation standardized central support packages in 2012 (i.e. salary stipends, teaching release, minor research grants) for Tier 1 and Tier 2 Chairs. Faculty-based support is discretionary and not centrally regulated. Successful candidates are invited to contact their faculty association to seek assistance in negotiating their potential contract.
- All Canada Research Chair job advertisements include language encouraging applicants to explain within their applications the potential impact that career interruptions have made on their record of achievement (see Appendix F). The exact mechanisms by which a hiring committee evaluates career interruptions are not specific, but as referenced in our Affirmative Action guidelines, explicit attention is drawn to the risk of bias.
- All academic hiring committees have had a mandatory Affirmative Action Representative and formal training since the late 1980's. However, the Affirmative Action (AA) training has not included components around unconscious bias. Given the CRC Secretariat mandate that all CRC hiring committees need unconscious bias training, and recognizing that the training provided by the CRC Secretariat is not sufficient, a team of faculty and staff members formed the Committee to Enhance Affirmative Action Training at York, and worked with an external consultant (Tana Turner, Turner Consulting) in Summer and Fall 2017 to develop a new unconscious bias and equity/inclusivity training workshop tailored to the academic hiring process.
- This enhanced training module was incorporated into the existing Affirmative Action training framework and is now a part of our mandatory AA training (as of September 2017) for all members of CRC-related hiring committees, and for all Affirmative Action Representatives on all other academic hiring committees.
- In 2012, the Office of the Vice-President Research & Innovation and Provost-Vice President Academic gave notice of a new university practice to normally limit Tier 1 CRCs to two terms by 2016. Therefore, following this federal mandate prescribed by the CRC Secretariat, Tier 1 Chairs cannot be renewed for a third term except in rare exceptional circumstances. In these cases, York may consider putting forward third-term nominations. York will only consider pursuing this rare exception to the renewal limit if

York is meeting its equity and diversity targets for all four designated groups (or in cases where renewing a Tier 1 Chair for a third term contributes to meeting or sustaining these targets).

COMPARISON OF RESOURCE ALLOCATION TO CANADA RESEARCH CHAIRS

A review of resources allocated to York's current Canada Research Chairs was undertaken to ascertain whether disparities exist because of affiliation with FDG categories. Six areas of resource were considered: VPRI allocations of CRC stipends and CRC minor research grants, teaching loads, base salary (as of May 1, 2017), Faculty-based top ups, and Faculty-based start up funds.

Several comparisons were attempted and discussed; however, the CRC EDI Action Plan Committee deemed that at least five overarching qualifiers must be taken into account. These include: the tier of the chair, the discipline of the chair (e.g. STEM vs Liberal Arts vs. Professional Programs), the number of years post-PhD, the VPRI/Provost policies and practices in place during hiring period, and the FDG status (FDG vs. non-FDG). Due to the limited number of Chairholders and the presence of extreme outliers in both the FDG and non-FDG groups, there were never enough individuals in categories to allow for meaningful summary statistics. Instead, a narrative approach was selected for the resource comparison.

In general, central resources (i.e. teaching load, CRC stipend, CRC minor research grant) were found to be equally distributed with minimal variability, as they were subject to standardized and transparent allocation policies developed by the Office of the Vice-President Research & Innovation. In contrast, Faculty-based resources (i.e. start-up funding and additional Faculty funding) revealed the most significant variations. While the exact interpretation of these differences can only be evaluated on a case-by-case basis, the pursuit of a degree of standardization in Faculty-based allocations among CRCs in similar situations will be suggested as a recommendation.

RETENTION AND INCLUSION PRACTICES

Once hired, several individuals and Centres within the university provide critical support for York's Affirmative Action processes, while advancing retention and inclusion for the institution's entire professoriate:

- **Carl James** (Professor, Jean Augustine Research Chair in Education, Community & Diaspora, Affirmative Action, Equity and Inclusivity Officer). An ex-officio, non-voting member of the Joint Implementation Committee on Affirmative Action, he works with the employer-employee committee to discuss issues of equity, including approvals of all hiring committee Affirmative Action Reports. He serves as a resource for faculty members who have equity, diversity and inclusion concerns, and supports the delivery of Affirmative Action training to the York Academic community.
- **Claudia McPherson** (Affirmative Action, Immigration & Relocation Officer, Faculty Relations). As the ex-officio, non-voting member Affirmative Action Coordinator for the Joint Implementation Committee on Affirmative Action, she helps support and manage the employer-employee committee on issues of equity, including approvals of all hiring committee Affirmative Action Plans and Reports. She not only serves as a resource for faculty members who have equity, diversity and inclusion concerns, but she supports the delivery of Affirmative Action training to the York Academic community, and serves as the primary support person helping prospective, newly appointed and renewing faculty members (including Canada Research Chairs), visiting academics, staff and their families navigate the logistics of immigration, relocation and re-settlement from another province/territory or country.
- **Annette Boodram** (Diversity & Inclusion Consultant, Human Resources). In addition to leading workshops for faculty and staff on Affirmative Action and Equity procedures, Annette co-ordinates data gathering surveys and analyses to better understand our current equity context in both academic and non-academic contexts. Annette uses this data to provide reports to the university on its current complement of equity-seeking groups for both academic and non-academic groups.
- **Michael F. Charles** (Executive Director, Centre for Human Rights, Equity and Inclusion). The Centre for Human Rights, Equity and Inclusion provides two critical areas related to retention and inclusion of professors, staff, and students. In terms of our academic complement, the first is case resolution

services, where it responds to concerns and complaints under provincial human rights legislation and related York policies and procedures, including but not limited to questions of discrimination on the ground of age, race, citizenship, creed, disability (including mental health and addictions), family status, marital status, gender identity/expression, sex, and sexual orientation. It also plays an important role in supporting the work of the Sexual Violence Response Office, by processing matters under the Sexual Violence Policy. In its work, the Centre strives to be the campus resource in providing accessible, impartial and non-adversarial solutions to uphold the human rights of those that work and study on campus. Second, the Centre provides important advocacy and training to advance equity, diversity, respect and inclusivity on campus, working to champion diversity and inclusion in partnership with units across the institution.

One other retention practice is marketability adjustments, whereupon Canada Research Chairs (and other faculty members) are eligible to draw upon a university fund to adjust salaries to reflect external marketability. This provision is included within the collective agreements.

3. ENVIRONMENTAL SCAN

As part of an environmental scan to ascertain how York's policies and practices impact the workplace health of the CRC program, interviews were conducted with 11 CRC Chairholders (6 FDG and 5 non-FDG, across both tiers; see Appendix G) and with 22 Faculty-based leaders who hired them (e.g. Deans, Associate Deans, Department Chairs, Research Unit Directors; see Appendix H). While formal self-identification forms were not administered to the Faculty-based leaders, it was estimated that 9 out of the 22 interviewed Faculty-based Leaders (41%) were a member of an FDG.

All Chairholders were interviewed individually in confidence by Dr. Pillai Riddell. Interviews of Faculty-based leaders were conducted by Dr. Pillai Riddell and six members of the York University Committee on Equity, Diversity and Inclusion for Faculty Recruitment – Dr. Wilburn Hayden, Dr. Christina Hoicka, Dr. Carl James, Dr. Deborah McGregor, Dr. James Smith, and Dr. Leah Vosko. These Faculty-based leader interviews were conducted either individually or in a group based format, with some Faculties also choosing to submit additional comments electronically. Both sets of interviews made use of Structured Interview Guides, developed specifically for this purpose (see Appendices I and J).

A variety of experiences emerged from the interviews, and many similar responses were given between FDG and non-FDG respondents. Only one notable difference arose between FDG and non-FDG interviews: most of the non-FDG Chairholders reported having an individual from within York reach out to encourage them to apply for the CRC. However, none of the non-FDG Chairholders reported hearing about the CRC position from someone at York. They were most often electronically forwarded a job ad from a colleague who was not at York.

A summary of the interview responses is presented below collapsed over FDG and non-FDG, with minor exception. Many comments provide insight to perspectives regarding both CRC hiring and hiring more broadly.

CRC Chairholder Comments on York's Recruitment and Hiring Processes

Positive/Neutral Perspectives:

- All Chairholders reported feeling welcomed during the interview process, with departmental colleagues' warm and welcoming manner acting as a big draw.
- All Chairholders benefitted from the Office of the Vice-President Research & Innovation's support throughout the development of their CRC nomination, and several Chairholders described similar administrative support from their Faculty.
- Almost everyone described receiving support on budgets and the writing of institutional pieces for their nomination, although more senior Chairs reported early challenges in the process due to the infancy of the CRC program.
- There was significant variability in the hiring process among all Chairholders. While all candidates gave a job talk, there was great variability in regards to social aspects of the hiring process (e.g. dinners), the formality of the interview process, the length of the interview process, and interactions with graduate students.

Perceived Challenges:

- Many Chairholders found the CRC nomination process very stressful. They typically were not assigned formal faculty mentors by their Department/Faculty/University for the application process, and some Faculties were described as not having any formal colleague support and review by professors. Those that did not find the process stressful explicitly had an assigned faculty mentor and/or colleagues in the field who reviewed their nominations, either internal or external to the University.
- Some Chairholders also reported that the lack of accommodation for the "two-body" problem is a greater challenge at the Tier 2 level for women than for men, given the challenges of finding secure jobs in academia. They noted women of childbearing age feel more hesitant to commit to a move and uproot a spouse with no job when they are contemplating a significant pay reduction due to a

future maternity leave. Moreover, they felt that neither York nor the CRC Secretariat had honed proper procedures to ensure fair and consistent consideration of career interruptions.

- Both FDG and non-FDG Chairholders consistently reported that they found the concept of self-identification challenging. When asked why an individual would not want to self-identify, the overwhelming response was the perception that they would be “cheating” by self-identifying. That is, Chairholders wanted to earn their elite position on merit, and believed self-identifying could preclude this.
- Finally, there were reports that York is not truly international in its focus when trying to recruit researchers. When recruiting internationally, little training is offered to hiring committees to help understand foreign transcripts or CVs. Moreover, once hired, many challenges of re-settlement to a new country (relocating family, enrolling in school, purchasing a house, etc.) are not supported beyond the immigration documentation and basic settlement processes (which itself was reported to be strong).

Faculty-based Leader Comments on York’s CRC Recruitment and Hiring Processes

The Applicant Pool:

- Several Faculty-based leaders suggested that there is an insufficient number of FDG candidates available in the pool. It was reported that this is particularly significant for Tier 1 applicants, owing to historical inequities. To address this, it was suggested that a professional recruiter be retained to build an international search pool of diverse candidates, as there will be many universities with similar diversity objectives.

Affirmative Action:

- Faculty-based leaders have observed resistance to self-identification, echoing the feedback received from Chairholders, based on fundamental misinterpretations of how employment equity (i.e. Affirmative Action) policies are implemented at York despite explanations to the contrary. No “best practice” strategies were offered by the Faculty-based leaders, but there was a recognition that stronger action is required to address and prevent these misinterpretations. Moreover, Faculty-based leaders seemed receptive to the concept of unconscious bias training to improve and enhance York’s Affirmative Action initiative.

Peer Review:

- Several Faculty-based leaders highlighted concerns that the peer review process overseen by the CRC Secretariat in Ottawa to adjudicate nominations might not fully acknowledge non-traditional research outputs as markers of excellence, and that this might disproportionately impact FDG nominees who follow less traditional research trajectories (e.g. for those that undertake community engagement with Indigenous populations) or who have slower research productivity trajectories but high innovation/excellence (e.g. candidates who are taking maternity leaves, have recently immigrated). These concerns were based on the recent unsuccessful nominations of FDG candidates from York.

Improving Communication About Research Areas:

- Most Faculties expressed some degree of need regarding increasing collaboration and communication between the different stakeholders involved in defining a position (e.g. faculty members, department chairs, Deans, Vice-President Research & Innovation and Vice-President Academic and Provost). It was suggested that improving communication would help York work towards positions that are grounded in the Strategic Research Plan, and help hiring units capitalize

on areas that may have diverse hiring pools within fields (potentially including broader conceptualizations of the position).

CRC Chairholder Comments on York's Retention and Inclusivity Processes

Informal Supports:

- There appears to be no consistent strategy to support the retention of Chairholders or new faculty members more broadly, or to facilitate a feeling of community across and within the institution. Some Chairholders referenced Faculty-based mentorship programs, but most have not undertaken any formal engagement. However, many Chairholders acknowledged the supportive colleagues and Faculty-based leaders from whom they have received, or could receive, support if required.

Feedback:

- One Chairholder noted that they believed York academics may be less inclined to celebrate success than other institutions. It was suggested that feedback on progress be offered every year, to help communicate that the University is aware of accomplishments and to demonstrate pride in such pursuits.

Resourcing Challenges:

- A notable proportion of Chairholders reported feeling misled by their hiring units, as promises of research support (e.g. graduate assistantships, teaching load, laboratory space) were withdrawn or reduced upon their arrival at York. Chairholders did not feel equipped to address these challenges in an appropriate manner.

Lack of Ability to Stay Engaged while Away:

- Some Chairholders noted that their research programs routinely take them away from campus (e.g. to hospitals, northern communities, foreign countries) and/or require extensive travel. The ability to stay in touch with their department and the university during such times through technological means (e.g. Departmental Meetings via Adobe Connect) was suggested as a way to foster their connection to their department and support service contributions.

Disempowerment and Tokenism

- A few FDG Chairholders reported dealing with “patronizing attitudes” or “benevolent racism” – whereby colleagues would provide help that was not sought, assuming the Chairholder could not do it for themselves.
- Due to the lack of FDG scholars in a unit or even at the University, the role of being a diversity member on committees can fall on a small group of people. Moreover, a number of Chairholders reported “token” inclusion, whereby they felt they were asked for their opinion because of their FDG status, but that their opinions were not taken into account.

Parental Leaves:

- Regardless of FDG status, a number of Chairholders reported the general challenges of taking parental leaves when serving as principal investigator on a program of research, given its expectations of high productivity. However, some Chairholders reported being “invited” (i.e. they felt they were compelled) by leaders to participate in or submit new grant applications while away on leave, compounding additional pressure on an already stressful time.

Faculty-based Leader Comments on York's Retention and Inclusivity Processes

- Several Faculty-based leaders noted that Faculties assign mentors to their new faculty members, but all noted that the relationship is largely left to the faculty members' discretion. A few Faculties reported the absence of a formal mentoring program, with mentoring instead being provided in an "ad hoc" manner. One Faculty-based leader recounted circulating an informal email to the rest of the Faculty about the arrival of a new Chairholder. No one reported knowledge of programs run by the University or the Faculty that was targeted at retention and inclusion of FDGs whether CRC or not.

Other Sources of Information for the Objectives, Indicators, and Actions

In addition to the interviews and reference documents summarized above, the following individuals were members of the CRC EDI Committee and helped provide critical input (in individual meetings and e-correspondences outside our formal committee meetings) on our objectives, indicators and actions below:

- Annette Boodram, Diversity and Inclusion Consultant, Talent Acquisition and Development, Human Resources
- Debbi Collett, Academic Resource Coordinator, Office of the Vice-President Academic & Provost
- Claudia McPherson, Affirmative Action Immigration and Relocation Officer, Department of Faculty Relations
- Dr. Mark Roseman, Director, Strategic and Institutional Research Initiatives, Office of Research Services

Moreover, the following processes were also undertaken to help inform our objectives, indicators, and actions:

- A confidential legal factum prepared from the University Secretary and General Counsel (Maureen Armstrong) on relevant institutional policies, provincial legislation and federal legislation.
- All CRC's and York Research Chairs were invited to read the penultimate draft of this Plan and provide feedback to inform the final draft (see Appendix K). A total of 21 research chairs participated.
- Members of the Joint Committee on Affirmative Action and the Joint Committee on the Administration of the Agreement (employer-employee committees relating to collective agreement) were invited to read the penultimate draft of this Plan and provide feedback to inform the final draft in a consultation meeting (see Appendix L). A total of 18 members of the various committees participated.
- A Review of the CRC Secretariat's *Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention* document.

4. RECOMMENDED OBJECTIVES, INDICATORS AND ACTIONS

<p>Objective 1: Improve Training in Unconscious Bias Across the University</p> <p>Building on York’s research leadership in racialized and marginalized populations scholarship, aim to design and pilot a tailored unconscious bias workshop (among other improvements) to enhance equity, diversity and inclusivity hiring practices for Canada Research Chairs and all academic hiring practices across the university.</p>	
<p>Potential Indicator</p>	<p>A training workshop that integrates smoothly into the existing Affirmative Action program, that can be used to train hiring committees appropriately and efficiently in the concept of unconscious bias training for Fall 2018.</p> <p>(Pilot Design – Fall 2017 [see Appendix M for primary materials; Final Version – Fall 2018])</p>
<p>Actions and Target Dates</p>	<p><input checked="" type="checkbox"/> August 2017: Led by Rebecca Pillai Riddell, Carl James, Claudia McPherson and Annette Boodram, a pan-university committee was struck to build an unconscious bias and best-practices training workshop to enhance current Affirmative Action (AA) training. The module is structured as a “train the trainer” program, where AA representatives learn in the workshop and then share key unconscious bias content within their departments. Mandatory for all members of CRC hiring committee and AA reps to undertake the training; optional for non-CRC hiring committee members.</p> <p><input checked="" type="checkbox"/> September-October 2017: Create workshop materials, including slide deck, handbooks, new script to explain AA program to all shortlisted candidates, new AA report template with more extensive explanation of unconscious bias training for all members of hiring committee.</p> <p><input checked="" type="checkbox"/> October 24-26, 2017: Launch iterative pilot phase of new unconscious bias workshop (three sets of workshop delivery and workshop modification based on feedback from faculty participants on current hiring committees).</p> <p><input type="checkbox"/> November 2017 to March 2018: Present revised pilot workshop, while soliciting ongoing feedback to inform revisions and improvements.</p> <p><input type="checkbox"/> June 2018: Gather feedback from the participants who received training from an AA representative. Finalize workshop and “train the trainer” procedures.</p>

<p>Objective 2: Enhance existing collaboration between hiring units, Faculties, Office of the Vice-President Research & Innovation and the Office of the Vice-President Academic & Provost to improve recruitment and hiring procedures.</p>	
<p>Potential Indicator</p>	<p>The creation of revised written CRC hiring procedures developed through collaborative discussion between hiring units.</p>
<p>Actions and Target Dates</p>	<p>☐ January 2018 – July 2018:</p> <p>Have the Office of the Provost and VP Academic, with the support of the Office of the VPRI, review and revise institutional processes for hiring CRCs (and other faculty members) with relevant stakeholders (e.g. YUFA, Osgoode Hall Faculty Association, Faculty-based leaders). Specific items for consideration include:</p> <ul style="list-style-type: none"> • Addition to York’s Self-Identification Form to include the York University Statement of Commitment to Equity, Diversity and Inclusion in Faculty Recruitment and Retention (See Appendix C for Self-Identification Form with draft cover sheet). • Considering differential hiring packages that acknowledge the lower resources of candidates from the Global South and East when moving to Toronto. • Improving how hiring units can communicate more effectively with Deans to defining potential areas of interest for CRC allocations. • Work with Faculty Associations to create a Memorandum of Understanding that allows for the CRC program to be defined as a “hiring unit for Equity purposes”, to ensure that high caliber candidates not only meet AA targets for their hiring unit, but also the broader CRC program at York (i.e. key CRC hiring targets for the next 24-months are women and persons with disability or intersectional FDG candidates). • To reduce ambiguity and discretion in the hiring process, encourage units to develop standardized interview schedules, limit informal pieces of the process that tend to be variable between candidates, and avoid dinners and lunches as evaluative (e.g. meet with two members who are not on hiring committee to provide information about the unit or university at lunch). • Require the hiring committee to submit a list of advertising outlets for the CRC ad at the outset, for input from the Offices of the VPRI and/or Provost to ensure that specialized outlets for the four designated groups are represented on the list at the <i>beginning</i> of the search process. • Mandating a personal contact outreach process for all CRC hires (e.g. hiring committees would document a personal outreach to female or persons with disabilities candidates [or current CRC gaps], via email, in person or by phone.) at the <i>beginning</i> of the search process. • Asking CRC hiring committees to create shortlists that strive towards at least 60% women, with strong encouragement to search for excellent intersectional candidates – particularly female identifying as a person with a disability (or current CRC gaps). • Affirmative Action Tracking Table (mandatory under York’s Affirmative Action program) for all applicants to a CRC position submitted at time of shortlisting to the Office of the Provost <i>at the beginning of the search process</i>. Thus, with the support of the Office of the Vice-President Research & Innovation, CRC hiring committees will be kept up to date with

	<p>other current CRC hiring committees progress. Allows for confirmation of how many FDGs were shortlisted across the university for CRCs and allows other hiring units to know how other Faculties are doing with FDG recruitment.</p> <ul style="list-style-type: none"> • Development of standardized Faculty/University-wide process asking candidates to report career interruptions, and to determine <i>how</i> such interruptions will be accounted for when ranking at the shortlisting and hiring phases. • Ensuring that a CRC hiring package sent to the Joint Implementation Committee on Affirmative Action committee is also provided to the Strategic and Institutional Research Initiatives (SIRI) Unit within the Office of Research Services, to provide sufficient time for SIRI to work with the nominee and to find an experienced <i>faculty</i> mentor in the field to help support the CRC nomination to the CRC Secretariat (e.g. provide conceptual advice on the file, conduct internal review). • Audit how are we safeguarding CRC data collection at the Departmental and Faculty level, both electronically and in hardcopy. • To help standardize Faculty-based support to CRCs from similar disciplines (e.g. basic sciences and engineering hires versus social science, humanities/liberal arts/hires versus professional hires [law, business]), develop feasible guidelines or comparators for all Faculty-based resource allocations for a CRC, being mindful of FDG status and normal variation in infrastructure requirements within and between fields • Explore the value of a university-based position dedicated to augmenting professional searches (i.e. an internal headhunter) for Faculties that are extremely below both CRC targets and external availability targets for FDG due to low pool availability. • Discussion with relevant stakeholders toward the collection of LGBT2Q data collection, to advance equity practice in academic hires. In addition, move university towards more specificity of racial and ethnic identification and intersectionality (i.e. candidates who identify with more than one of the FDG) to help disaggregate other potential layers of bias. • Support presidential efforts through an advisory committee to create an executive division (e.g. Office of the Vice-President Equity) to lead and support equity, diversity, and inclusion across the university, as per CRC Secretariat recommended best practice.
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Objective 3: Develop accountable strategies that enhance/maximize research, emotional and social resources for our Chairholders, with targeted focus on the unique needs of FDG candidates. Continue to build a context where diversity is celebrated and inclusion prioritized.	
Potential Indicator	The creation, implementation and preliminary evaluation of a CRC support program that focuses on concerns generated in this exercise, with formal pre- and post-intervention measures.
Actions with Target Dates	<p>Working with Chairholders and equity partners across the university to create programs for faculty, with dedicated marketing to FDG CRCs. Potential aspects of the program could include:</p> <p><input type="checkbox"/> January 2018 – December 2018:</p> <ul style="list-style-type: none"> • Establishing an exclusive Chairholder listserv to facilitate cross-faculty support and communication amongst research chairs. • Working with the Office of the Provost to create a Welcome Package and Resource Counselling for newly immigrated CRCs (and other new immigrant or out of province academic hires). Provide advising sessions to newly immigrated hires on topics such as house-buying, understanding the Ontario education system (for parents), the Ontario medical system, learning about maternity/paternity leaves, supports for diversity and inclusion concerns. • Implementing a formal mentorship program, whereby senior Chairholders will provide advice during the development of CRC nominations. (July 2018) • Invite CRCs for one-on-one CRC strategy meeting with leaders in the Office of the Vice-President Research & Innovation to provide advice and acknowledgement of the year's activities. • Working with Faculties to develop and implement meetings online (e.g. through Adobe Connect) to allow for better participation of researchers that are off campus frequently. • Increasing awareness and skill building of all members within the University to foster a welcoming and inclusive environment by encouraging the attendance of all faculty members at enhanced AA training workshops. • Implementing, through the Office of the Vice-President Research & Innovation, an annual CRC meeting for bi-directional communication of accolades and challenges related to individuals involved with the CRC program. • Develop a skill-building workshop series targeted at all junior or new CRC Chairholders that build on the expertise of senior CRCs and other senior researchers. Topics could include Powerful Speaking for Scientists, Building a Research Lab at York, How to Optimize Researcher-Student Relationships, Applying for Tri-Council or CFI Funding. • Publicizing efforts from REI (Centre for Human Rights, Equity and Inclusion) on their current programs such as "Understanding Unconscious Bias and Cultural Competency in Graduate Supervision" (see http://rights.info.yorku.ca/redipd). • Conducting exit interviews with Chairholders leaving the university, to inform improvements in York's retention and inclusivity practices. • Advancing efforts to position York University as a designated Top 100 family friendly employer and Top 100 Diversity Employer. • Revisit York's current policy precluding internal nominees for a CRC to consider internal hires for CRC nomination in the Fall to support target acquisition by December 2019. • Develop transparency around how York will interpret the CRC's policy that limits third-term Tier 1 renewals except in "rare exceptional circumstances", and only then for "institutions meeting their equity and diversity targets for all four designated groups, or in cases where renewing a Tier 1 Chair for a third term contributes to meeting or sustaining these targets."

APPENDICES

EQUITY, DIVERSITY AND INCLUSION ACTION PLAN RECOMMENDATIONS FOR YORK UNIVERSITY'S CANADA RESEARCH CHAIR PROGRAM

Prepared by the York University Committee on Equity, Diversity
and Inclusion

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APPENDIX A – COMMITTEE ON EQUITY, DIVERSITY AND INCLUSION FOR FACULTY RECRUITMENT OF CANADA RESEARCH CHAIRS

I: COMMITTEE MEMBERS

Rebecca Pillai Riddell	Committee Chair, York Research Chair, Faculty – Health
Annette Boodram	Diversity and Inclusion Consultant, Human Resources
Debbi Collett	Academic Resource Coordinator, Office of the Vice Provost Academic
Sean Collins	Research Awards and Nominations Specialist, Office of Research Services
Barbara Edwards	Senior Policy Advisor; Research, Office of the Vice-President Research & Innovation
Wilburn Hayden	York University Faculty Association Equity Officer, Faculty – Liberal Arts & Professional Studies
Carl James	Affirmative Action Officer, Jean Augustine Research Chair, Faculty – Education
Chun Peng	York Research Chair, Faculty - Science
Mark Roseman	Director, Strategic & Institutional Research Initiatives, Office of Research Services
Leah Vosko	Canada Research Chair, Faculty – Liberal Arts & Professional Studies
Deborah McGregor	Canada Research Chair, Faculty – Osgoode
Christina Hoicka	Powerstream Research Chair, Faculty – Faculty of Environmental Studies
Claudia McPherson	Faculty Relations
James Smith	Faculty – Lassonde School of Engineering

II. EXECUTIVE CO-SPONSORS

Robert Haché	Vice-President Research & Innovation
Lisa Philipps	Vice-President Academic & Provost

APPENDIX B – ENHANCING OUR AFFIRMATIVE ACTION TRAINING WORKING GROUP

Rebecca Pillai Riddell	York Research Chair, Faculty - Health
Claudia McPherson	Affirmative Action, Immigration, and Relocation Officer, Faculty Relations
Carl James	Affirmative Action Officer, Jean Augustine Research Chair, Faculty - Education
Annette Boodram	Talent Acquisition and Development, Human Resources
Tana Turner	Principal Consultant, Turner Consulting
Kate McPherson	Associate Dean, Faculty Affairs, Faculty – Liberal Arts & Professional Studies
John Amanatides	Master at Norman Bethune College, Faculty – Lassonde School of Engineering
Chris Robinson	Faculty – Liberal Arts & Professional Studies
Andrée-Ann Cyrandre	Faculty – Health (Glendon)
Lykke De La Coeur	Faculty – Liberal Arts & Professional Studies
Leah Vosko	Canada Research Chair, Faculty – Liberal Arts & Professional Studies
Marisa Sterling	Assistant Dean, Inclusivity & Diversity, Faculty – Lassonde School of Engineering
Chun Peng	York Research Chair, Faculty – Science
James Smith	Faculty – Lassonde School of Engineering
Barb Edwards	Senior Policy Advisor, Research, Office of the Vice President Research & Innovation
Josephine Tcheng	Advisor, Education & Communication Centre for Human Rights, Equity and Inclusion
Michael Charles	Executive Director, Centre for Human Rights, Equity and Inclusion

APPENDIX C – SELF IDENTIFICATION FORM WITH DRAFT COVER SHEET (NEW)

York University Statement of Commitment to Equity, Diversity and Inclusion in Faculty Recruitment and Retention (*DRAFT cover sheet*)

York University is committed to open-minded, engaged, and cutting edge scholarship. Enshrined in our *University Academic Plan 2015-2020* and our *Strategic Research Plan 2013-2018*, is the core value of upholding social justice and equity. We are committed to challenging the status quo and leading transformations of society's inequities through open and vibrant discourse, followed by bold actions. York University, firmly upholds the principle of excellence in all our academic hires. All professorial candidates who are considered for employment at York must always meet the principle of excellence.

Our collective agreements codify our approach to federal policies regarding hiring faculty from the four designated groups (Women, Members of a Racial/Visible Minority, Persons with Disabilities, and Aboriginal Persons).

York University wants to go beyond simply acknowledging the demonstrated economic and cultural benefits of upholding excellence through diversity. We want to be a global exemplar of this juxtaposition. We want to build a world-renowned cadre of diverse scholars that represents not only the four designated groups and the intersectionality of these four groups, but goes beyond federal targets to have laudable representations of other marginalized groups (such as members of the LGTB2Q community). As it is our tradition to be untraditional, York will push the status quo to define our own targets for equity, diversity, and inclusion.

Because of our university's primary importance on hiring excellence, it is only after a candidate's excellence has been established, does York's collective agreement procedures for the four designated groups become a tie-breaker factor in our hiring. We uphold excellence through celebrating diversity.

Self-Identification plays a critical role in York's ability to monitor our institutional aspiration to be an international paradigm of excellence through diversity. We request that all candidates take a moment to fill out the self-identification form. We want all our new hires, regardless of ancestry, ability status, gender, age, sexuality, parental status, gender identity or gender expression to join us in building this future.

Thank you for your careful consideration of submitting a self-identification form and the important role it contributes to our university.

Letting us know who you are as an individual, helps ensure we are who we want to be as an institution.



SELF-IDENTIFICATION FORM

York University has an Affirmative Action Program with respect to its faculty and librarian appointments. The designated groups are: women, racial/visible minorities, persons with disabilities and aboriginal peoples. York University welcomes applications from persons in these groups. The completion of this form is optional, but please be advised that if you are a member of one or more of these designated groups you must self-identify in order to participate in the Affirmative Action Program. We encourage you to self-identify by checking the appropriate box(es) below which may apply to you. The information provided will be used solely for the purpose of Affirmative Action hiring.

For further information about the Affirmative Action Program, please contact the Affirmative Action Office at 416-736-5713.

NAME OF CANDIDATE: _____

- | | |
|---|--|
| <input type="checkbox"/> Woman | <input type="checkbox"/> Member of a Racial/Visible Minority |
| <input type="checkbox"/> Person with Disabilities | <input type="checkbox"/> Aboriginal Person |

Note: The federal Employment Equity Act contains the following definitions:

- 1. "Members of Visible Minorities" means persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour.*
- 2. "Persons with Disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who (a) consider themselves to be disadvantaged in employment by reason of that impairment, or (b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.*

SIGNATURE: _____

DATE: _____

PLEASE RETURN THE SELF-IDENTIFICATION FORM TO THE DEPARTMENT/UNIT/AREA TO WHICH YOU APPLIED.

PLEASE RETURN THE SELF-IDENTIFICATION FORM TO THE DEPARTMENT/UNIT/AREA TO WHICH YOU APPLIED.

APPENDIX D – REFERENCE DOCUMENTS – ONLINE LINKS

- REFERENCE 1 YORK UNIVERSITY'S CANADA RESEARCH CHAIR EQUITY WEBSITE
[HTTP://RESEARCH.INFO.YORKU.CA/RESEARCH-CHAIRS-EQUITY/](http://RESEARCH.INFO.YORKU.CA/RESEARCH-CHAIRS-EQUITY/)
- REFERENCE 2 YORK UNIVERSITY'S 2016 ANNUAL STATISTICAL EMPLOYMENT EQUITY REPORT
[HTTP://HR.INFO.YORKU.CA/FILES/2017/08/EMPLOYMENT EQUITY STATISTICAL REPORT 2016.PDF](http://HR.INFO.YORKU.CA/FILES/2017/08/EMPLOYMENT_EQUITY_STATISTICAL_REPORT_2016.PDF)
- REFERENCE 3 YORK UNIVERSITY'S PROCEDURE FOR DEALING WITH COMPLAINTS OF HARASSMENT OR DISCRIMINATION
[HTTP://RIGHTS.INFO.YORKU.CA/FILES/2015/11/PROCEDURE-FOR-DEALING-WITH-COMPLAINTS-OF-HARASSMENT-OR-DISCRIMINATION.PDF](http://RIGHTS.INFO.YORKU.CA/FILES/2015/11/PROCEDURE-FOR-DEALING-WITH-COMPLAINTS-OF-HARASSMENT-OR-DISCRIMINATION.PDF)
- REFERENCE 4 YORK UNIVERSITY'S ACCESSIBILITY FOR PERSONS WITH DISABILITIES, STATEMENT OF COMMITMENT
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCESSIBILITY-FOR-PERSONS-WITH-DISABILITIES-STATEMENT-OF-COMMITMENT/](http://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCESSIBILITY-FOR-PERSONS-WITH-DISABILITIES-STATEMENT-OF-COMMITMENT/)
- REFERENCE 5 YORK UNIVERSITY'S ACCOMMODATION IN EMPLOYMENT FOR PERSONS WITH DISABILITIES
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCOMMODATION-IN-EMPLOYMENT-FOR-PERSONS-WITH-DISABILITIES/](http://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCOMMODATION-IN-EMPLOYMENT-FOR-PERSONS-WITH-DISABILITIES/)
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCOMMODATION-IN-EMPLOYMENT-FOR-PERSONS-WITH-DISABILITIES-PROCEDURES-ON/](http://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/ACCOMMODATION-IN-EMPLOYMENT-FOR-PERSONS-WITH-DISABILITIES-PROCEDURES-ON/)
- REFERENCE 6 YORK UNIVERSITY'S EMPLOYMENT EQUITY POLICY
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/EMPLOYMENT-EQUITY/](http://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/EMPLOYMENT-EQUITY/)
- REFERENCE 7 YORK UNIVERSITY'S GENDER-FREE LANGUAGE POLICY
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/GENDER-FREE-LANGUAGE-POLICY/](http://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/GENDER-FREE-LANGUAGE-POLICY/)

- REFERENCE 8 YORK UNIVERSITY'S HATE PROPAGANDA GUIDELINES
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/HATE-PROPAGANDA-GUIDELINES/](http://secretariat-policies.info.yorku.ca/policies/hate-propaganda-guidelines/)
- REFERENCE 9 YORK UNIVERSITY'S PHYSICAL ACCESSIBILITY OF UNIVERSITY FACILITIES
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/PHYSICAL-ACCESSIBILITY-OF-UNIVERSITY-%20FACILITIES-POLICY/](http://secretariat-policies.info.yorku.ca/policies/physical-accessibility-of-university-%20facilities-policy/)
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/PHYSICAL-ACCESSIBILITY-OF-UNIVERSITY-FACILITIES-PROCEDURE/](http://secretariat-policies.info.yorku.ca/policies/physical-accessibility-of-university-facilities-procedure/)
- REFERENCE 10 YORK UNIVERSITY'S RACISM (POLICY AND PROCEDURES)
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/RACISM-POLICY-AND-PROCEDURES/](http://secretariat-policies.info.yorku.ca/policies/racism-policy-and-procedures/)
- REFERENCE 11 YORK UNIVERSITY SEXUAL VIOLENCE POLICY
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/SEXUAL-VIOLENCE-POLICY-ON/](http://secretariat-policies.info.yorku.ca/policies/sexual-violence-policy-on/)
- REFERENCE 12 YORK UNIVERSITY'S WORKPLACE HARASSMENT POLICY
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/WORKPLACE-HARASSMENT-POLICY/](http://secretariat-policies.info.yorku.ca/policies/workplace-harassment-policy/)
- REFERENCE 13 YORK UNIVERSITY'S WORKPLACE VIOLENCE POLICY
[HTTP://SECRETARIAT-POLICIES.INFO.YORKU.CA/POLICIES/WORKPLACE-VIOLENCE-POLICY/](http://secretariat-policies.info.yorku.ca/policies/workplace-violence-policy/)
- REFERENCE 14 YORK UNIVERSITY FACULTY ASSOCIATION COLLECTIVE AGREEMENT
[HTTPS://WWW.YUFA.CA/WP-CONTENT/UPLOADS/2017/01/YUFA-COLLECTIVE-AGREEMENT-2015-18.PDF](https://www.yufa.ca/wp-content/uploads/2017/01/yufa-collective-agreement-2015-18.pdf)
- REFERENCE 15 OSGOODE HALL FACULTY ASSOCIATION COLLECTIVE AGREEMENT
[HTTP://WWW.OSGOODEFACULTY.CA/WP-CONTENT/UPLOADS/2016/11/OHFA-COLLECTIVE-AGREEMENT-2015-2018.PDF](http://www.osgoodefaculty.ca/wp-content/uploads/2016/11/ohfa-collective-agreement-2015-2018.pdf)

- REFERENCE 16 CANADA RESEARCH CHAIR SECRETARIAT'S *EQUITY, DIVERSITY AND INCLUSION: BEST PRACTICES FOR RECRUITMENT, HIRING AND RETENTION*
[HTTP://WWW.CHAIRS-CHAIRES.GC.CA/PROGRAM-PROGRAMME/EQUITY-EQUITE/BEST_PRACTICES-PRATIQUES_EXAMPLAIRES-ENG.ASPX](http://www.chairs-chaire.gc.ca/programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx)
- REFERENCE 17 OFFICE OF THE VICE-PRESIDENT ACADEMIC & PROVOST'S *ACADEMIC APPOINTMENT PROCESS DOCUMENT*
[HTTP://ACADJOBS.INFO.YORKU.CA/FILES/2017/09/THE-SEARCH-SEPTEMBER-2017.PDF](http://acadjobs.info.yorku.ca/files/2017/09/the-search-september-2017.pdf)

APPENDIX E – MANAGEMENT OF CANADA RESEARCH CHAIR ALLOCATIONS AT YORK UNIVERSITY

Allocation of Canada Research Chairs

Canada Research Chairs (CRCs) are allocated to institutions based on their share of Tri-Council research revenues according to a formula that adjusts for the relative costs of research in the areas covered by the Councils, in order to promote an equitable distribution of Chairs.

York commits to investing Chairs in areas of strategic research opportunity, while recognizing that these investments should largely align with areas where the research productivity that underlies its Chair allocations originates. Thus, over time approximately 80% of the allocation of CRCs is expected to track the receipt of Tri-Council funding by the University, while providing flexibility for investment of 20% of the Chairs.

Generally, Faculty allocation of CRCs is based upon a calculation that assesses Tri-Council funding by Faculty over a trailing three-year period, providing targets for the allocation of Chairs proportionately to each Faculty's funding share over the period.

CRC recruitments must be fully integrated into the complement plans of the Faculties to ensure that sufficient resources are in place to properly support these appointments.

Guided by the Institutional Strategic Research Plan and by the number of CRCs available on an annual basis, the Provost and Vice-President Research & Innovation (VPRI) consult with the Deans about the potential focus areas that would most benefit from the infusion of CRCs.

The Deans submit an application to the Provost through the normal authorization process for tenure stream appointments tied to a CRC. It is possible, and even expected, that multiple recruitments may be authorized within and between Faculties to proceed with an ad that includes the "possibility of a Canada Research Chair".

For Tier 2 Canada Research Chairs

- The Provost and VPRI will invite Faculties, after consultation with constituent units, to integrate CRC searches in selected focus areas (as identified in consultation with the VPRI and Deans) into their faculty recruitment plans in accordance with all of the University's procedures and practices for the hiring of faculty members. In their recruitment, Faculties that are approved to proceed will advertise the possibility of a Chair and may nominate their top candidates in the agreed-upon areas for a Chair. Deans need to consult the VPRI and Provost in developing the search criteria for the Chairs and in approval of the short list.
- In instances where a single nominee is identified for a CRC, upon the recommendation of the Dean, the file for the potential candidate shall be transmitted to the President for consideration via the Provost.
- In instances where searches yielding multiple proposals for a single CRC occur, recommendations for the nominee to the President shall be made through the CRC Advisory Committee via the Provost.

- Failure of a CRC nomination or subsequent application to the CRC Secretariat will not necessarily impact on the availability of the underlying Faculty position which is awarded through normal University procedures and practices for the hiring of Faculty members on the recommendation of the Provost to the President. This determination will depend on the ability of the Faculty to afford the position without CRC funds. Two faculties may also submit a request for a joint appointment.

For Tier 1 Canada Research Chairs

- As recruitment of Tier 1 CRCs normally occurs at the rank of Professor, recruitment will normally be dependent on the approval of the Chair nomination. Thus the selected areas of focus for Tier 1 CRCs may be expected to be more narrowly defined than for Tier 2's and recruitment approvals will similarly be more restricted than from Tier 2's.
- The Provost will invite Faculties, after consultation with constituent units, to integrate proposals for Tier 1 CRCs into their complement requests in the agreed-upon areas for a Chair. Upon approval of positions by the Provost, the Faculties will advertise the availability of a Chair and may conduct the recruitment of potential candidates in accordance with all of the University's procedures and practices for the hiring of faculty members. Deans need to consult the VPRI and Provost in developing the search criteria for the Chairs and in approval of the short list.
- In instances where a single nominee is identified for a CRC, upon the recommendation of the Dean, the file for the potential candidate shall be transmitted to the President for consideration via the Provost.
- In instances where searches yielding multiple proposals for a single CRC occur, recommendations for the nominee to the President shall be made through the CRC Advisory Committee via the Provost.
- Unsuccessful CRC candidates may still be recruited by the nominating Faculty, dependent on the availability of funding and the prior approval by the Provost; otherwise a failed search will be declared.

Level of Support for CRCs

Institution-wide guidelines for CRC supports (including additional research funds and teaching release) are issued by the Office of the Vice-President Research & Innovation. Faculties may provide additional startup funds and supports as required to ensure the appropriate establishment and maintenance of their Chairs' research activities, with approval by the Dean. Office space is mandated in the York Faculty Association collective agreement.

Renewal of CRCs

Approximately 18 months prior to the end of a chairholder's current term, an internal renewal process is undertaken to assess the strategic interest and viability of pursuing a renewal nomination. The first stage of the process involves a review of the nominee's file by the Strategic Priorities and Opportunities Review Team (SPORT), a multi-disciplinary committee comprised of faculty members from each of York's Faculties. Based on its review, the SPORT then provides advice to the Vice-President Research & Innovation and the Provost, who in turn make a recommendation to the President. A favourable outcome

at that stage results in the submission of a full renewal nomination to the CRC Secretariat. Note that in respect of renewals, Tier 1 CRCs would normally be expected to serve up to two terms only.

The internal file reviewed by SPORT includes:

1. A Performance Report describing accomplishments to date related to the CRC, including sections on:
 - Quality of the Chair
 - Research Program
 - Engagement with Research Users and Communication of Results
 - Description of Training Strategies
 - Integration with the Institution's Strategic Research Plan
2. A description of the projected accomplishments related to the CRC for the remainder of the term.
3. A summary of leadership activities within York speaking to the activities noted above.
4. An up-to-date CRC-style CV and CV Attachment with achievements in the Chair highlighted.

There is an expectation on the part of the University that CRCs will exhibit leadership – beyond their personal research programs – in promoting the overall development of scholarship, research and creative activities (SRCA) at York. Meeting these expectations will be a key internal consideration when considering renewal.

- Tier 1 Chairs are expected to be active SCRA mentors within their units and disciplines, and to provide leadership in the development of large-scale strategic projects and/or other programs appropriate to their discipline.
- Tier 2 Chairs are expected to contribute and participate in similar activities in a manner that builds and develops their SCRA leadership skills over the period of their chair.

All CRCs are expected to be highly active in the training of graduate and postdoctoral trainees, and to provide leadership in the development of graduate and postdoctoral training programs within their disciplines.

Chairs are expected, as appropriate, to be sensitive to the importance of translating their scholarship, research findings and/or creative activities into tangible benefits to society through the translation and mobilization of the knowledge developed through their scholarship, research and creative programs.

Recognizing that York's CRC allocation derives from its share of Tri-Council funding, there is an explicit expectation that the research programs of CRCs benefit from Tri-Council funding.

Corridor of Flexibility

The use of the corridor of flexibility is driven by the strategic commitments of the university, as well as the alignment of disciplines of recruits with the councils of existing Chairs. The corridor provides a degree of flexibility during recruitment in a particular area, in order to accommodate the broad base of expertise for any Chair. To utilize a move, the Vice-President Research & Innovation, upon consultation with the Provost, makes a recommendation to the President for approval.

Phasing-out of CRCs

Should the need arise to phase-out CRCs, the following process and criteria is applied:

The Vice-President Research & Innovation, in consultation with the Provost, will undertake an examination of:

- All Chairs in a particular council
- The relative allocation of Chairs by council across Faculties

The VPRI and Provost will then consult with relevant Deans to identify the most appropriate candidate to vacate a Chair. Considerations in this regard include seniority, time spent in Chair, progress in the Chair, and impact on equity targets. A recommendation from the VPRI and Provost will then be made to the President for approval.

Advancement from Tier 2 to Tier 1

Since only external candidates will normally be considered for Canada Research Chairs, Tier 2 CRCs who would otherwise seek advancement to Tier 1 are instead encouraged to pursue nomination as a York Research Chair.

APPENDIX F – JOB ADVERTISEMENT CAREER INTERRUPTION LANGUAGE

The following language appears in job advertisements to encourage candidates to explain the potential impact that career interruptions may have made on their record of achievements.

For this nomination, York is particularly interested in candidates with diverse backgrounds and especially encourages candidates in equity, diversity and inclusion categories. York acknowledges the potential impact that [career interruptions](#) can have on a candidate's record of research achievement and encourages applicants to explain in their application the impact that career interruptions may have had on their record of research achievement.

APPENDIX G – CANADA RESEARCH CHAIRS PARTICIPATING IN INTERVIEWS

I: MEMBERS OF FOUR DESIGNATED GROUPS

DATE	INTERVIEWER	TIER	DISCIPLINARY CLUSTER
9/2/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
9/20/2017	Rebecca Pillai Riddell	2	Health / Science / Engineering
9/8/2017	Rebecca Pillai Riddell	1	Professional Programs / Arts / Fine Arts / Humanities
9/28/2017	Rebecca Pillai Riddell	1	Professional Programs / Arts / Fine Arts / Humanities
10/23/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
10/17/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering

II: NON-MEMBERS OF FOUR DESIGNATED GROUPS

DATE	INTERVIEWER	TIER	DISCIPLINARY CLUSTER
10/10/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
10/25/2017	Rebecca Pillai Riddell	2	Professional Programs / Arts / Fine Arts / Humanities
10/10/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering
10/16/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering
10/23/2017	Rebecca Pillai Riddell	1	Health / Science / Engineering

APPENDIX H – FACULTY LEADER INTERVIEW PARTICIPANTS (DEAN / ASSOCIATE DEAN / CHAIR; FACULTY)

DATE	FACULTY	INTERVIEWER	FACULTY-BASED LEADER	PARTICIPANT POSITION
6/15/2017	Health	Rebecca Pillai Riddell	Joel Goldberg	Department Chair, Psychology
6/20/2017	Health	Rebecca Pillai Riddell	Mazyar Fallah	Associate Dean, Research and Innovation
6/27/2017	Science	Rebecca Pillai Riddell	Sylvie Morin	Associate Dean Research
6/27/2017	Science	Rebecca Pillai Riddell	Don Hastie	Department Chair - Chemistry
6/27/2017	Science	Rebecca Pillai Riddell	E.J. Janse van Rensburg	Associate Dean Faculty – Math and Statistics
6/27/2017	Science	Rebecca Pillai Riddell	Marshall L. McCall	Department Chair – Physics & Astronomy
9/25/2017	Environmental Studies	Christina Hoicka	Martin Bunch	Associate Dean Research & Professor

9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	Sandra Whitworth	Associate Dean, Graduate Studies and Research
9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	Lisa Rumiell	Manager, Research Priorities and Strategic Partnerships
9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	David Mutimer	Chair of Department Political Science, Liberal Arts & Professional Studies
9/25/2017	Liberal Arts & Professional Studies	Leah Vosko	Muhammad Ali Khalidi	Department Chair - Philosophy
9/25/2017	Osgoode	Deborah McGregor	Lorne Sossin	Dean, Osgoode Hall Law School
10/23/2017	Arts, Media, Performance & Design	Rebecca Pillai Riddell	Don Sinclair	Chair (Department of Computational Arts)
10/23/2017	Arts, Media, Performance & Design	Rebecca Pillai Riddell	Ken Rogers	Associate Dean Research
10/11/2017	Schulich	Wilburn Hayden	Dirk Matten	Associate Dean, Research
10/11/2017	Schulich	Wilburn Hayden	Joanne Pereira	Research Officer

10/30/2017 (via email)	Education	Carl James	Jen Gilbert	Past Graduate Program Director
10/30/2017	Education	Carl James	Chloe Brushwood- Rose	Associate Dean Undergraduate
10/30/2017	Education	Carl James	Mario DiPaolantonio	Associate Professor
11/01/2017 (via email)	Education	Carl James	Steve Gaetz	Former Associate Dean Education, Full Professor
10/5/2017	Lassonde	James Smith	Spiros Pagiatakis	Associate Dean Research in Lassonde
10/5/2017	Lassonde	James Smith	Melanie Baljko	Member of Canada Research Chair Hiring Committee

APPENDIX I – CANADA RESEARCH CHAIR INDIVIDUAL INTERVIEW GUIDE

Date:
Interviewer:
Initials of the CRC:
Tier of Chair:
Faculty:
Year of Phd:
Year since Phd when first started your CRC:
How many renewals CRC has had:

Please ask them to self-identify as:

Woman Person with Disability Visible Minority Indigenous

OPEN ENDED: York is not meeting equity targets for four designated groups (women, visible minority, indigenous, persons with disability; FDG) in its Canada Research Chair Program. We are about 10% less than the 35% women target; 1.2% below our Vis Min target of 15%; 4% below our 4% target for persons with disabilities, and we are currently meeting the 1% target for indigenous people. Why do you think this is?

- Please ask follow up questions to ensure you fully flesh out their ideas.
 - Perhaps we could probe here for the following – institutional reasons (perceived and real); geographic reasons; availability of candidates; recruitment processes; ways in which the institution has/is perceived to have approached renewal; and, reasons related to resources/budget (faculty and university-based)
- a. How did you hear about the CRC you currently hold? Did anyone from the university discuss the position with you to encourage you to apply? Do you have suggestions about how CRC Job Ads could be better worded to encourage applicants from the FDGs? Other suggestions about wider recruitment practices?
- b. What was your interview process like for the CRC?
- Job talk?
 - Sample class lecture?
 - Lunch and with who?
 - Dinner and with who?
 - More than one day?
 - Graduate Students?
 - Dean? VPRI?
 - Formal, standardized interview versus casual interview?
 - Was there anything during the interview process that you particularly appreciated or did not like or that made you feel uncomfortable?

- c. Do you have any suggestions to encourage FDG candidates to self-identify? From your perspective as a CRC, what do you see as the dilemmas of self-disclosure during the application or post-hiring process?
- d. Any solutions about how departments, faculties or university can deal with them?
- e. What type of administrative support /grant writing mentoring did you receive from the university when you submitted your application to the CRC secretariat?
- f. Aside from (standard) research funds and equipment from VPRI, what type of support and resources did you receive upon coming to York?
- g. During the first term of your CRC, please describe the mentoring you received?
 - Was this sufficient? If not, what would you have liked to see?
 - Have you ever mentored a fellow CRC on their application?
- h. How did your hiring unit integrate you into the department initially (welcome lunches, faculty mentor, etc.) and how has your integration unfolded since?
- i. Did you experience any career interruptions as a CRC? If so, did you disclose them? How have these interruptions affected you/affected the trajectory of your CRC, considering in the short and long term?
- j. Have you gone through York's CRC renewal process? If so, when? If so, please describe the process, and aspects you appreciated and disliked?
- k. Thinking institutionally, how should York approach the CRC renewal process for members of the FDGs? What principles should underpin future practices? (Probe here about career interruptions, challenges/ expectations of being FDG CRCs, career stage, expectations/ perceptions about renewal on the part of FDG CRCs and also the collegium.
- l. Have you any suggestions for York to improve practice its practice regards to search processes, hiring, and retention of FDG CRCs, vis-a-vis equity/diversity/ inclusion?

APPENDIX J – FACULTY LEADERS INTERVIEW GUIDE (DEANS/ADR/ DEPARTMENT CHAIRS)

1. OPEN ENDED: York is not meeting equity targets for four designated groups (women, visible minority, indigenous, disabled; FDG) in its Canada Research Chair Program. We are about 10% less than the 35% women target; 1.2% below our Vis Min target of 15%, 4% below our 4% target for disabled and we are currently meeting the 1% target for indigenous group. Why do you think this is?
 - o Please ask follow up questions ensure you fully flesh out their ideas.

2. Direct questions: In regards to challenges related to equity, diversity and inclusion, what are your thoughts on (need to keep them focused on the EDI lens not just complaints about administration):
 - a. How York allocates CRC's?
 - b. How the area of expertise is narrowed down for the CRC search?
 - c. How specifically do you advertise for your CRC positions? Any innovative attempts to get FDG applicants outside of listservs?
 - d. Do you have suggestions about how CRC Job Ads could be better worded to encourage FDG participation?
 - e. Do you have any suggestions to encourage FDG candidates to self-identify?
 - f. How do your CRC hiring committees take into account career interruptions when shortlisting?
 - g. Does your unit have any strategies in place to avoid unconscious bias in shortlisting or selecting candidates?
 - h. What is your interviewing procedure for CRC's? (e.g. how long does the candidate come in for, who do they meet with (group? Individual?), do they do a research talk or class lecture? Do they meet for lunch? Do they meet for dinner?)
 - i. Do you have any formal tools (metrics, rating scales,) that you use during shortlisting or selecting the candidate? How are these ratings used by the hiring committee?
 - j. Who exactly supports the applicant when they submit their nomination application to the CRC secretariat?
 - k. Aside from research funds and lab equipment, what type of support resources are offered to your CRC hires when they return? (e.g. welcome lunch, faculty mentor assigned)
 - l. Do you have a mentoring program for new Faculty hires? Please describe?
 - m. Any suggestions for York to improve practice in regards to hiring and equity/diversity/inclusion?

APPENDIX K – CANADA RESEARCH CHAIR FEEDBACK & YORK RESEARCH CHAIR DRAFT CONSULTATION ATTENDEES

I: CANADA RESEARCH CHAIR FEEDBACK PARTICIPANTS

RESEARCHER	FACULTY	DEPARTMENT	TIER
John Tsotsos	Lassonde	Electrical Engineering and Computer Science	1
Joshua Fogel	Liberal Arts & Professional Studies	History	1
Doug Van Nort	Arts, Media, Performance & Design	Theatre / Computational Arts	2
Chris Kyriakides	Liberal Arts & Professional Studies	Sociology	2
Raymond Kwong	Science	Biology	2
Chris Caputo	Science	Chemistry	2
Rosemary Coombe	Liberal Arts & Professional Studies	Social Science	1
Thomas Baumgartner	Science	Chemistry	1
Leah Vosko	Liberal Arts & Professional Studies	Gender and Work / Political Science	1
Regina Rini	Liberal Arts & Professional Studies	Philosophy	2

II: YORK RESEARCH CHAIR FEEDBACK PARTICIPANTS

RESEARCHER	FACULTY	DEPARTMENT	CHAIR TITLE
Roger Keil	Faculty of Environmental Studies		Global Sub/Urban Studies
Jane Heffernan	Faculty of Science	Mathematics & Statistics	Multi-Scale Quantitative Methods for Evidence-Based Health Policy
Fuyuki Kurasawa	Liberal Arts & Professional Studies	Sociology	Global Digital Citizenship
Michael Daly	Lassonde	Earth & Space Science & Engineering	Planetary Science
Rebecca Pillai Riddell	Health	Psychology	Pain and Mental Health
Chun Peng	Science	Biology	Women's Reproductive Health
Amro Zayed	Science	Biology	Genomics
Jimmy Huang	Liberal Arts & Professional Studies	School of Information Technology	Big Data Analytics
Shayna Rosenbaum	Health	Psychology	Cognitive Neuroscience of Memory
Deborah Britzman	Education		Pedagogy and Psycho-social Transformations
Sapna Sharma	Science	Biology	Global Change Biology

APPENDIX L – JOINT COMMITTEE ON AFFIRMATIVE ACTION AND THE JOINT COMMITTEE ON THE ADMINISTRATION OF THE AGREEMENT – DRAFT CONSULTATION ATTENDEES

I: JOINT COMMITTEE ON AFFIRMATIVE ACTION (IN PERSON OR VIA EMAIL)

John Amanatides	Associate Professor, Office of the Master, Bethune College
Kate McPherson	Associate Dean, Faculty of Liberal Arts and Professional Studies
Judith Schwarz	Associate Dean, School of the Arts, Media, Performance and Design
Robert Allison	Interim Vice Dean, Lassonde School of Engineering
Carl James	Jean Augustine Chair in Education, Community & Diaspora, Faculty of Education
Jacqueline Krikorian	Associate Professor, Faculty of Liberal Arts and Professional Studies
Burkard Eberlein	Associate Professor, Schulich School of Business

II: JOINT COMMITTEE ON THE ADMINISTRATION OF THE AGREEMENT

Robert Tordoff	Co-Chair, Associate Professor, Faculty of Liberal Arts and Professional Studies
Nick Mulé	Associate Professor, Faculty of Liberal Arts and Professional Studies
Richard Wellen	Associate Professor, Faculty of Liberal Arts and Professional Studies
Sheila Embleton	Associate Professor, Faculty of Liberal Arts and Professional Studies
Sonja Killoran-McKibbin	Executive Associate, York University Faculty Association
Alidad Amirfazli	Professor, Lassonde School of Engineering
Leanne De Filippis	Co-Chair, Interim Executive Director, Department of Faculty Relations
Alice Pitt	Vice-Provost Academic
Norman Sue Fisher-Stitt	Interim Dean, School of the Arts, Media, Performance & Design
Ananya Mukherjee-Reed	Dean, Faculty of Liberal Arts and Professional Studies
Noura Shaw	Associate Director, Department of Faculty Relations

**APPENDIX M – YORK UNIVERSITY’S ENHANCED AFFIRMATIVE ACTION
TRAINING WORKSHOP MATERIALS**

**DOCUMENT GROUP 1: UNDERSTANDING OUR BIAS & AFFIRMATIVE
ACTION PROCEDURES AT YORK – SLIDE DECK**

**DOCUMENT GROUP 2: UNDERSTANDING HOW WE MAKE JUDGEMENTS
ABOUT APPLICANTS: HIRING ACTIVITY
(EXPLANATION & 2 CURRICULUM VITAE FOR
EXERCISE)**

**DOCUMENT GROUP 3: ENHANCED AFFIRMATIVE ACTION TRAINING FOR
ACADEMIC HIRING COMMITTEES**

**DOCUMENT GROUP 1: UNDERSTANDING OUR BIAS & AFFIRMATIVE ACTION
PROCEDURES AT YORK – SLIDE DECK**

**Understanding Our Bias &
Affirmative Action
Procedures
at York**



**Working Group on Affirmative Action
Training at York University 2017**

Working Group on Affirmative Action Training at York University 2017

Initiative led by Rebecca Pillai Riddell (Health), Carl James (Education), Claudia McPherson (Faculty Relations), Annette Boodram (Human Resources) and supported by Turner Consulting (Principal Consultant, Tana Turner).

Working Group Members

- Barb Edwards (VPRI Staff)
- Josephine Tcheng (REI Staff)
- Michael Charles (REI Staff)
- Chun Peng (Science Faculty)
- James Smith (Lassonde Faculty)
- Kate McPherson (LAPS Faculty)
- John Amanatides (Lassonde Faculty)
- Chris Robinson (LAPS Faculty)
- Andrée-Ann Cyrandre (Glendon Faculty)
- Lykke De La Coeur (LAPS Faculty)
- Leah Vosko (LAPS Faculty)
- Marisa Sterling (Lassonde Faculty)

Grateful for the input of the Joint Committee for Affirmative Action
for their valuable input



Overview of Today's Workshop

I. Premise:

- Bias always informs our perspective.
- Knowing and mitigating our bias makes things better.



II. Background Knowledge:

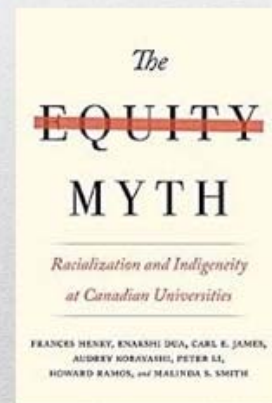
- Immaculate Perception (video)
- The Dirty Dozen (The Equity Myth; Henry, Dua, James et al. 2017)

III. Applied Practice

- Ranking Applicants
- Formalizing the Informal

IV. York Affirmative Action Policies

- How to Apply AA Rules
- *New AA Report Template
- Understanding Citizenship Rules
- Affirmative Action Explanation & Algorithm
- Conflict of Interest



The 'Train the Trainer' Model-1

- Learn, Share, Apply (not asking you to be experts)
- Take notes today and ask questions to ensure understanding
- Important to take a quick read through the “Dirty Dozen” Chapter to understand the 12 layers of challenge faced by members of FDG

Questions? CJames@edu.yorku.ca, boodram@yorku.ca

**NOTES FOR THE AA REP WHEN PRESENTING TO YOUR
HIRING COMMITTEE (*mandatory for CRC; strongly
recommended for all others*):**

TRAIN THE TRAINER MODEL

- **PRE-MEETING: Email them the slides handout, chapter, and handbook**
 - Ask your committee to read/print their slides and the guide ("*Enhanced Affirmative Action Training for Academic Hiring Committees*") to bring to your meeting. Suggest they read or skim through the Dirty Dozen chapter.
- **DURING THE MEETING:** Go through slides **2-23** of the slide deck (including playing TEDx video). You will NOT be asked to facilitate the 2 exercises you are doing with the AA committee workshop (we provide take home message slides for discussion with your committee instead).
- Discuss any challenges to EDI that committee may bring up from the information presented and generate concrete practices to move your committee to better hiring practices.
- **AFTER THE MEETING:** Encourage discussion of unconscious bias at every step of the process.

Questions? CJames@edu.yorku.ca, boodram@yorku.ca



York University: A Profile of our Faculty

47% of Total # of Departments have less than 40%
women

59% of Total # of Departments have less than 20%
racialized persons



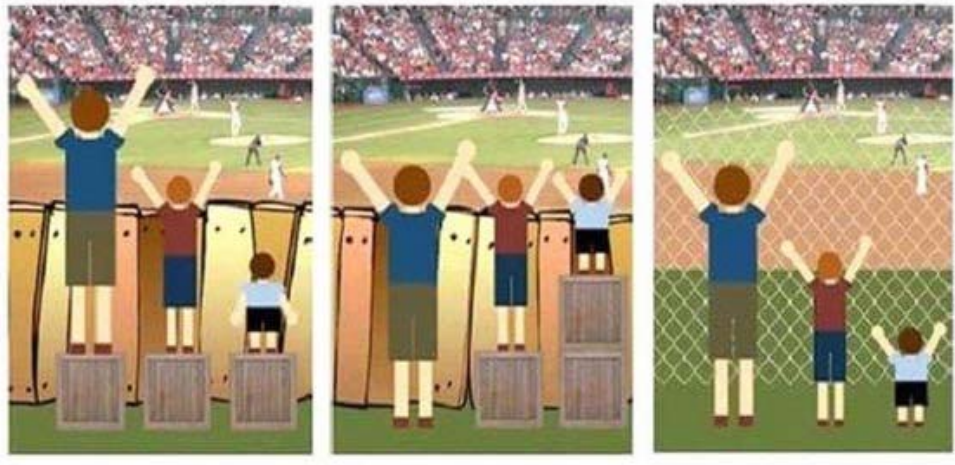
Immaculate Perception

Introducing the Concept of Implicit or Unconscious Bias
Jerry Kang, Vice-Chancellor, UCLA, Tedx San Diego 2013 Talk



<https://www.youtube.com/watch?v=9VGBwNI6Ssk>

EQUALITY, EQUITY, and THE ULTIMATE GOAL



The Dirty Dozen of the Ivory Tower

- 12 different but most often CUMULATIVE impacts of unconscious biases in the Academe
- Selection presented today
- * * * Strongly Recommend Reading Chapter included in package



Based on: Malinda Smith, with Kimberly Gamarro and Mansharn Toor (2017). In *The Equity Myth*. pp. 263-296

1. The 'pipeline' leaks at the source

- Getting Responses to Supervisor Inquiries for Graduate School (Milkman, Akinola & Chugh, 2015)
 - 87% of white males received a response versus 62 % of women and visible minority applicants
 - All professors (gender and ethnicity) preferentially responded to white males
 - All disciplines showed bias except fine arts; worst was business academia
 - 6548 professors, 89 disciplines and 259 universities
- Leads to early discouragement of disadvantaged groups to enter graduate school



UNCONSCIOUS BIAS EXPERIMENT 1:

- Look back in your email “Sent Mail” folder during the last pre-grad student application phase.
- Look at names- see if you have a shorter lag between your response times, longer responses, and more positive responses to individuals who are different ethnicity than yourself or who are women or racialized persons.



2. Whose word you gonna take?

- Reference letters are a critical academic passport
- Similar biases exist for teaching evaluations for students
 - In-group bias for candidate, if evaluator knows the letter writer or their institution (Sagarika 2003)
 - Biology and Chemistry letters study (n=866 letters); use of biased language for women (Schmader et al., 2007)
 - More 'grindstone' than 'standout' and doubt-raisers in letters for females (Rudman & Glick, 2001)
 - Letters for minorities were of equivalent length but did differ in use of achievement words, particularly women (Kretchmar et al. 2011)



UNCONSCIOUS BIAS EXPERIMENT 2:

- **Think back to who was the strongest female and strongest male student or colleague you wrote a letter for in the past few years**
- **Pull up your letters for these two students or colleagues:**
 - **Are they equally as strong and long?**
 - **Did one letter use more feminine adjectives (supportive, helpful) versus male adjectives (assertive, confident, ambitious)?**
 - **More grindstone versus superlative adjectives?**
 - **Did you raise any doubts in either letter?**



3. Who is being heard?



- **Conferences an important place for networking, gaining academic influence and increasing the chances you will be cited through podium presentations (Lewis 2001).**
 - **Parity in conference attendance but females spoke less than males**
 - **The Male Halo around abstract submissions (Knobloch-Westerwick et al 2013) and tendency to self-cite more**
 - **Even seen in conferences on international relations! (Weber 2015)**
 - **More racial biases in Humanities citations than in engineering**
 - **Graduate school syllabi are dominated by content from traditionally privileged perspectives (e.g. white males)**
-

UNCONSCIOUS BIAS EXPERIMENT 3:

- Go back to the Conference Schedules for the last local, national, and international conference you attended.
 - Count how many males versus females were keynotes or symposium presenters?
 - Racial minorities/Indigenous versus non-racialized minorities?
 - Do you know if any of the speakers were persons with disabilities-visible or otherwise?



4. It's not what you know, it's who you know and who you're like...

- **Harder for visible minorities and females to break into elite 'old boys' networks**
- **Networks of white male scholars are commemorated in numerous ways perpetuating feelings of 'not belonging' and 'unworthiness'**
- **Homosocial reproduction (Kanter, 1977, Roper, 1996)**



UNCONSCIOUS BIAS EXPERIMENT 4:

Walk around the campus for a few days, pay attention to the:

- **Formal pictures that have been hung to commemorate members of your department and university**
- **The names of the buildings you are walking into**
- **The names of the rooms you are walking into**

What percentage are named after females, Indigenous, racialized persons, or persons with disability?



5. Follow the Leader

- **Homosocial Reproduction. Again.**
- **In Canada, this means that**
 - **Racialized minorities take up 7% of the top leadership roles (all males)**
 - **Women are 19.6% of University Presidents, 27% of Vice-Presidents Academic and 23% of Vice-President's Research (Charbonneau 2013)**
 - **Worst group for promotion? Minority females.**
- **The Matilda Effect (Margaret Rossiter as cited by Monroe 2014)**
- **Understanding glass ceilings and sticky floors**



UNCONSCIOUS BIAS EXPERIMENT 5:

Think about a promising colleague or student who shows great leadership potential in your department, your lab, etc and is a member of a traditionally disadvantaged group but is not in a leadership role? Or this may be describing you!

- **Ask them about their interest in leadership at York? Would they want to be an Area Head? Department Chair? Organized Research Unit Director? Could they ever envision themselves as a Dean or a President?**
- **Tell them why you asked them (because you thought they had potential and be specific as to why!)**
- **Brainstorm with them about a next step in a leadership direction. E.g. taking an opportunity to have a discussion with their Chair about how they earned their leadership position and what their leadership plan is.**






Exercise 1: Who would you choose?

WHO YOU ARE:

You are a part of a multidisciplinary organized research unit entitled Global Fundamental Action Research in Social Sciences, Commercialization, and Economics, also known as Global FARSCE. You have been selected to be on the hiring committee for a Tier 2 Canada Research Chair in Sociology for your organized research unit. You do not have any training in Sociology but you have equal say in the hire as all members of the multidisciplinary hiring committee.




Exercise 1:

Who would you choose and WHY?

WHAT YOU HAVE TO DO:

In a real scenario, you would have more information. But for this exercise you are asked to make a choice between 2 candidates with the information you are given (and any other information you may have). Some additional information about ‘rule of thumbs’ for excellence in Sociology is in your package.

- *Carefully read* through **the job ad** (hiring criteria embedded in job ad. E.g. excellence in research, ability to get tri-council funding, build up Global FARSCE’s reputation internationally, pedagogical and teaching innovation, and good ORU citizen) and **the two CVs** on your own.
 - *Jot down notes* about the strength and weaknesses of each candidate.
 - Using the CVs provided and any knowledge you bring with you make a choice. We would like everyone to make a choice for the exercise.
-



Exercise 1: Who would you choose?

- 1. Based on the discussion of how choices were made and your knowledge of unconscious biases, how might members of marginalized groups (women, racialized, indigenous, persons with disabilities, LGBT2Q) be disadvantaged or discounted?**
 - 2. How much would a mediocre reference letter (not a bad reference letter) lower your assessment of any of the candidates? Again, how might this impact marginalized groups differently?**
-



Exercise 2:
What Does a ‘Good Fit with our Department’ mean?

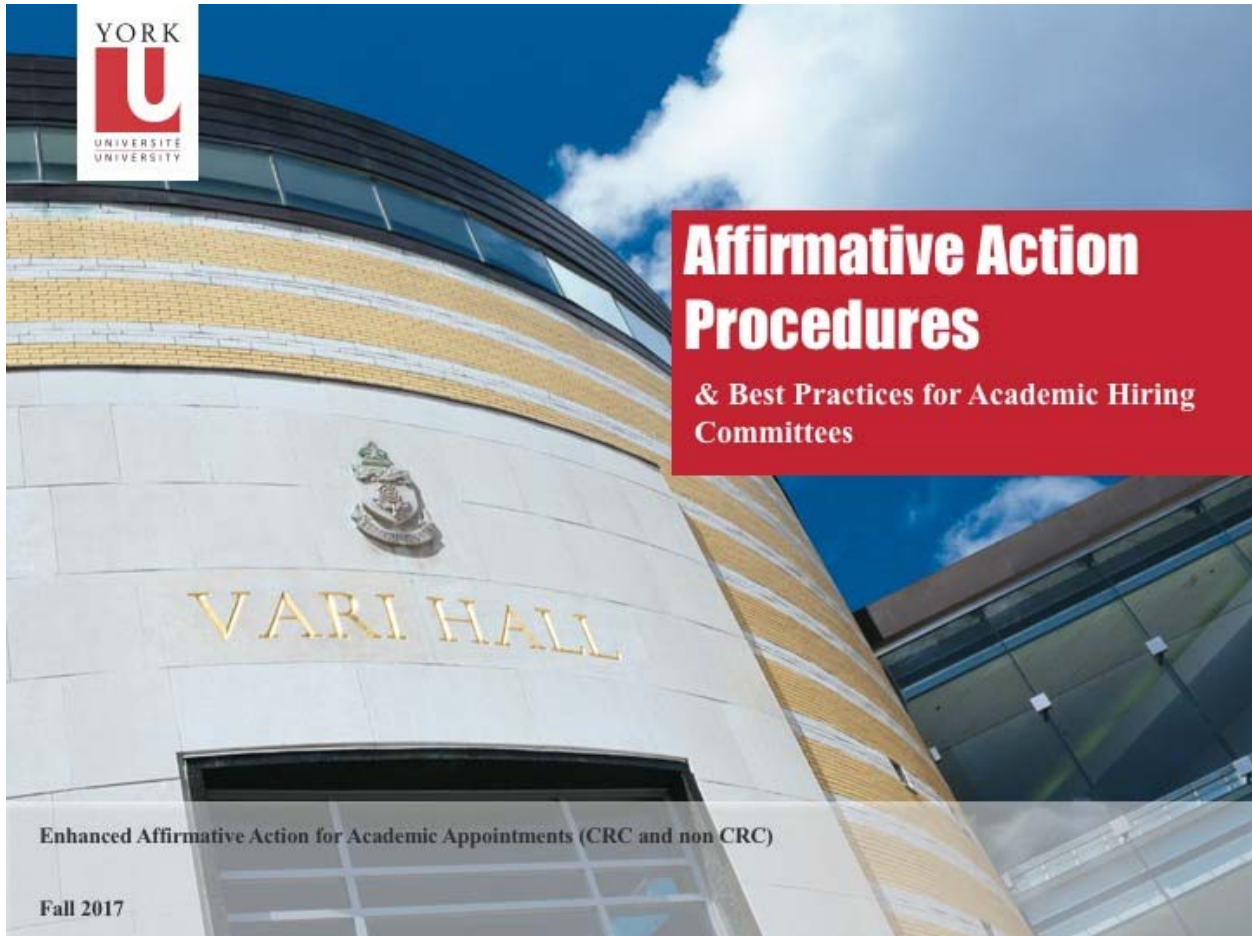
- **What are interpersonal skills or ‘good fit’ criteria you look for when participating in less-structured pieces of the selection process (lunches, dinners, hallway conversations)**
 - **How important should interpersonal skills or ‘good fit’ with the committee members be relative to teaching, research, etc.?**
 - **How can you make social or less-structured pieces (such as lunches and dinners) of the hiring process a ‘more even playing field’ for individuals who do not share the same gender, culture, ethnicity, nationality, mobility ability, etc.**
-

Inclusivity: Enriching the York Community

1. Set a tone for your hiring committee that **inspires** not alienates.
 2. **Enrich** your research, teaching and personal networks with people who are different... ethnicity, races, sexuality, gender, ability.
 3. **Look for new citations** and references to your papers and course syllabi from authors who are traditionally marginalized (e.g. Women, Racialized Individuals, Other Visible Minorities, Indigenous, Persons with Disability, LGBT2Q)
 4. We need better practices for retention and inclusion. **Send ideas** to your department, Faculty or the Centre for Human Rights, Equity, and Inclusion and help **make them happen!**
 5. Think about **how the 'dirty dozen' factors** may come into how you decide if a person should have the paper published, their tenure file approved, be recommended for a prestigious award...Do some of the Unconscious Bias Experiments
-



END OF SLIDES ON UNCONSCIOUS/IMPLICIT BIAS



Agenda

Affirmative Action Procedures



- 1 ■ What is Affirmative Action (AA).
- 2 ■ Joint Committee on Affirmative Action (JCAA) & Role
- 3 ■ AA Plans – gender data, WMRG data
- 4 ■ AA Files Review Process (timing, file content)
- 5 ■ Search Committee Process & Guidelines
- 6 ■ Conflict of Interest/Apprehension of Bias
- 7 ■ Canadian Priority
- 8 ■ Ontario Human Rights - accommodations

What is York's Affirmative Action (AA) Program?

- Based on Federal Contractors Program, established in 1986: Universities are required to implement employment equity and are subject to compliance reviews/audits
 - AA Program sits in Articles 12.21 to 12.25 of YUFA collective agreement
 - Includes Indigenous Priority Hire Program. Discretionary
 - Designed to further the goal of achieving workplace equity for the four designated groups that experience discrimination in the Canadian labour market:
 - Aboriginal (Indigenous) People
 - Women
 - Visible Minorities (Racialized Groups)
 - Persons with Disabilities
-



AA Advertisement Wording

York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at www.yorku.ca/acadjobs or by calling the AA line at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority



Self-Identification Process

- Candidates must self-identify in order to be considered under the AA program
 - Applicant/candidates self-identify based on own perception
 - Applicants can self-identify up until the search committee decides who to appoint
 - Self-identification can be stated in application, using Self-Identification form, or orally to the AA rep
 - Is confidential to search committee
 - Never categorize based on your observation
-




Affirmative Action Program

- Workshops designed to inform all members of hiring committees, esp. Affirmative Action Representatives, on Collective Agreement provisions, principles, objectives, recent history and best practices with respect to employment equity, including the recruitment of members of the four designated groups
 - Candidate not recommended if he does not meet the criteria for appointment
 - Principle criterion for appointment is academic and professional excellence (or promise of excellence)
 - AA is used as a tie-breaker for candidates who are substantially equal
 - Merit-based
-

AA Self-ID Form

- Link in ad
- Send when confirming receipt of applications



CONFIDENTIAL

SELF-IDENTIFICATION FORM

AFFIRMATIVE ACTION

York University values diversity and welcomes applications from qualified national and international academics. York University has an Affirmative Action Program with respect to its faculty and librarian appointments. The designated groups are: women, visible minorities (members of racialized groups), persons with disabilities and Aboriginal (Indigenous) Peoples. Self-identifying as a member of one or more of these designated groups is optional, but is required in order to be considered in the Affirmative Action Program. We encourage you to self-identify by checking the appropriate box(es) below which may apply to you. The information provided will be used solely for the purpose of Affirmative Action hiring.

For further information about the Affirmative Action Program, please contact the Affirmative Action, 808 St. George Street at 416-736-5733.

NAME OF CANDIDATE: _____

<input type="checkbox"/> Woman <input type="checkbox"/> Person with Disabilities	<input type="checkbox"/> Member of a Visible Minority (Racialized Group) <input type="checkbox"/> Aboriginal (Indigenous) Peoples of Canada
---	--

Note: The Federal Contract Program contains the following definitions:

1. Members of Visible Minorities (Racialized Groups) means persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour regardless of ancestry.
2. Persons with Disabilities means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who (a) consider themselves to be disadvantaged in employment by reason of that impairment or (b) desire that an employer or possible employer is likely to consider them to be disadvantaged in employment by reason of that impairment and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.
3. The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all indigenous people of Canada - Status Indians, Non-Status Indians, (First Nations), Métis and Inuit people.

Leulier and/ou candidat(e) de renvoyer le Formulaire d'identification à leur(s) directeur(s).

Please return this identification form to the appropriate supervisor to which you applied.



Joint Committee on Affirmative Action

Joint Committee on Affirmative Action

The role and responsibilities of the Joint Committee on Affirmative Action (JCAA) include:

- Comprised of 3 members appointed by the Employer and 3 members appointed by YUFA, the AAEIO (ex-officio, non-voting) and the AA Coordinator (ex-officio, non-voting)
 - Reviewing and approving affirmative action plans for individual units (including ensuring that gender and minority/racial statistics in the plan are up to date)
 - Reviewing appointment files **prior** to appointments being made
 - Empowered to recommend to the President that an appointment not be made if a unit's plan or procedures do not meet the Committee's standards for affirmative action
-

Affirmative Action (Article 12.21)

- Principal criterion for appointment to positions at York University is academic and professional excellence, or promise of excellence
- Appointed on merit
- AA program does not elevate; is a tie-breaker used at each stage of review process



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Proposed Appt. (Search) File Flow

1. To Dean/Principal
 2. To AVP & Provost's Office
 3. To JCAA for review
 4. Files with counter offer expedited
 5. Any questions from JCAA directed to AA Rep., Search Committee Chair, unit Chair (or combination of three)
 6. JCAA Decision to support/not support sent to AVP Provost's Office
 7. Potential for President not to follow JCAA's decision
-

Calculating Priority Groups

- % for W and VMRG. Data updated annually. Sent by AA Coordinator to unit Chairs/Directors.
- Annotate AA plans accordingly with data and date
- Jointly appointed faculty are counted in conformity with the fraction of their appointment in each unit.
- Seconded faculty are counted only in their home unit. (Based on FTEs)



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Affirmative Action Plans

- All academic units making full-time appointments are required to prepare an AA plan showing willingness and ability to conform to procedures guaranteeing affirmative action for the 4DGs, and to demonstrate that it has followed these procedures in its search and selection process (Article 12.23)
 - View plans at <https://yulink.yorku.ca/group/academic-resources/affirmative-action>
-

Setting Priority Targets

HIRING UNIT SCENARIO	TARGET	PRIORITY ORDER
WE MEET OUR AA TARGETS	W > 40% and VMRG > 20%	1. A or PD 2. Non AA
WE MEET OUR WOMEN TARGET ONLY	W > 40% and VMRG < 20%	1. VMRG 2. A or PD 3. Non AA
WE MEET OUR VMRG TARGET ONLY	W < 40% and VMRG > 20%	1. W 2. A or PD 3. Non AA
WE DO NOT MEET OUR AA TARGETS	W < 40% and VMRG < 20%	1. W and VMRG 2. W or VMRG (whichever is more underrepresented) 3. A or PD 4. Non AA
<p>W=Woman, VMRG=Visible Minority (Racialized Group), A=Aboriginal, PD=Person with Disabilities *whichever is more underrepresented</p>		

Excellence is always the priority

Hiring Goals beyond Standards



- In those instances where a unit determines that Article 12.21 interferes with specific affirmative action programs relevant to its area and outlined in its academic plans, a unit may apply to the Joint Committee on Affirmative Action (JCAA) for support for specific hiring goals which might appear to contravene the specific of Article 12.21 but which, in fact, support its underlying intention.
 - Such requests must be approved by the VPA or designate prior to the position being advertised. (Article 12.23d)
-

Role of the Hiring Committee Affirmative Action Representative

- Review and update unit's AA plan with the Search committee
- Train the committee on Unconscious Bias and York's AA Process
- Ensure unit's AA plan is followed
- Oversee and record all aspects of the search (especially where AA issues are concerned) and serve as a resource person to the search committee
- Provide relevant documentation for applicants
- Include list of all candidates who have self-identified, why they were not short-listed; and if short-listed, the rationale for their ranking
- Meet 1:1 with all short-listed candidates, not only those who have not yet self-identified, to explain the AA program



USE NEW SCRIPT NOTES TO GUIDE DISCUSSION

Demographic Tracking Throughout the Process

Applicant Name	Citizenship (Canadian, Permanent Resident, or Non-Canadian)	AA Group	Short-Listed (Yes or No)	Reason Applicant was not short-listed (Hiring Criteria)
	C	W&A	N	Wrong discipline
	NC	VM	N	Incomplete references
	C	PD		Met basic qualification but not hiring standard-limited publication record
	NC		N	Incomplete application
	C	A	N	PhD in wrong area
	C		y	Withdrew
	C		y	Lack of excellence

Template for Recording Search Outcome of ALL Applicants

Considerations

- Deciding between two substantially equal target AA candidates
 - Language: demonstrably superior non AA candidate
 - Non traditional career paths
 - Stop outs and productivity
 - Time equity (recent PhD v. more senior)
 - Skype interviews
 - Conferences/pre-interview screening
 - Lunch/Dinner observations
 - Open Rank Searches
-

Canadian Priority



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- Work Status Form (Mandatory)
- Treat application as incomplete if form not completed and citizenship not stated in application
- CLA and CRC positions (modified process and ad language) are certain situations such applicants may be treated as equivalent to Canadians

Conflict of Interest & Apprehension of Bias

- See “Search Committees and the Search Process” section in handbook, subsections on self-identification and conflict of interest.
- Onus on Search Committee Chair to record in report how satisfactorily resolved



Ontario Human Rights Code (See Handbook)

- Ask to advise of need for accommodation when coming in for a site visit
(Accessibility for Ontarians with Disability Act)
- Do not ask for proof of self-identification category
- Do not ask interview questions related to...
 - Age
 - Ancestry, colour, race
 - Citizenship
 - Ethnic origin
 - Place of origin
 - Creed
 - Disability
 - Family status
 - Marital status (including single status)
 - Gender identity, gender expression
 - Receipt of public assistance (in housing only)
 - Record of offences (in employment only)
 - Sex (including pregnancy and breastfeeding)
 - Sexual orientation



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AA Report TIPS

AA Report TIPS

✳️ **SEE SUGGESTED SCRIPT NOTES FOR YOUR 1:1 MEETINGS**

✳️ **SEE OPTIONAL REPORT TEMPLATE IN PACKAGE (Note: AA Report must also include tracking chart for ALL applicants)**

- State % W and VMRG, and priority upfront in AA report
 - Define selection criteria in writing prior to review of any applications
 - Include table of all applicants and explain journey, esp. AA applicants
 - Record AA Rep. meeting 1:1 with short-listed candidates
 - Show demonstrable superiority, especially if successful non AA candidate
 - Canadian Priority trumps AA program, typically, deem all Canadians as not qualified prior to offering to non-Canadian
-

THE BIG PICTURE

Search File (Proposed Appointment File) Contents:

1. Short listed applicant's CVs and references
 2. Search Committee Chair's report
 3. **AA Representative's report (See NEW sample template for report; include Tracking Chart for all applicants)**
 4. Letter of recommendation from the Dean
 5. Unit's up-to-date (updated prior to hiring cycle beginning) AA plan
 6. AA Self Identification forms
 7. Copies of the job ad
 8. other documents as required i.e. eligibility for appointment to graduate studies.
-



DOCUMENT GROUP 2: UNDERSTANDING HOW WE MAKE JUDGEMENTS ABOUT APPLICANTS: HIRING ACTIVITY (EXPLANATION & 2 CURRICULUM VITAE FOR EXERCISE)

UNDERSTANDING HOW WE MAKE JUDGEMENTS ABOUT APPLICANTS

HIRING ACTIVITY

WHO YOU ARE

You are a part of a multidisciplinary organized research unit entitled, Global Fundamental Action Research in Social Sciences, Commercialization, and Economics, also known as Global FARSCE. You have been selected to be on the hiring committee for a Tier 2 Canada Research Chair in Sociology for your organized research unit. You do not have any training in Sociology but you have an equal say in the hire as all members of the multidisciplinary hiring committee. You are presented with a précis of 2 candidates, who are both either Canadian or Permanent Residents.

WHAT YOU HAVE TO DO:

In a real scenario, you would have more information. But for this exercise you are asked to make a choice with the information you are given (and any information you may hold). Your next steps:

1. Carefully read through the job ad (hiring criteria embedded in job ad: excellence in research, ability to get tri-council funding, build up Global FARSCE's reputation internationally, pedagogical and teaching innovation, and good ORU citizen) and the two CVs on your own.
2. Jot down notes about the strength and weaknesses of each candidate.
3. Using the CVs provided and any knowledge you bring with you, who would make the best CRC for your organized research unit?

WHAT YOU MAY WANT TO KNOW:

You may want to make your decision based on your existing knowledge of institutions, publishers, invited contributions, etc. That is okay for this exercise.

But, as a non-sociologist, you may want to know a few guidelines about excellence in the field.

Your Sociology colleagues from your ORU let you know the following rules of thumb to help you read the CV.

- The top impact factor in peer-reviewed journals is about 8.0 (*there was a debate of Impact Factor validity but that was a different story...*).
- Books and invited chapters are not peer-reviewed processes but rather often a function of whom an editor knows.

- Books published by renowned university or academic publishing houses (e.g. Elsevier, Harvard, University of Chicago, University of Toronto) are more 'prestigious' than those books that are self-published or by lesser known publishing houses.
- For tri-council operating grants, the 'rich get richer' principle applies. Strong funding track records give applicants an advantage for future operating grants.
- Being a first author (with a group of authors) or sole author on a publication is most prestigious for Tier 2 applicants. For junior scholars, author order goes in the order of most contribution (first author) to least contribution (last author), that is why first or solo authors mean more.

Who do you choose and very importantly, why?

FAKE JOB AD

York University seeks to hire a Tier 2 Canada Research Chairs in Sociology. The successful candidate will reside in the Faculty of Liberal Arts and Professional Studies, as part of York University's commitment to support our international excellence in the social sciences.

The positions are research-enhanced faculty positions partially funded by the recently approved SSHRC-NSERC Fake Grant Program entitled, "Understanding What Makes the World Go Round: Societal, Commercialization, and Engineering Perspectives".

The successful candidate is expected to engage with and benefit from the FARSCE Organized Research Unit, a multidisciplinary unit focused on the intersection between the social sciences and technology. The FARSCE program will be supported by a total of \$100 million in funding over the next seven years. The incumbent will receive enhanced research support, a reduced teaching load, and competitive access to the Fake Grant research and training funds for the duration of the program. Applications are invited from outstanding established and emerging world-class researchers with expertise in any area of theoretical, empirical, or applied sociology. Candidates must be appointable to one of the departments in the Faculty of Liberal Arts and Professional Studies with a concentration of Sociologists.

The successful candidate for the Tier 2 Chair will have a Ph.D. in Sociology and a minimum of one year of postdoctoral experience at the time of taking up the appointment. Tier 2 Chairs have a five-year term, are once renewable, and are intended for exceptional emerging researchers (i.e., typically fewer than 10 years experience at the time of the nomination as an active researcher in their field, with consideration for career breaks) who have the acknowledged potential to lead their field of research. The successful candidate will be appointed to a tenure-track position at the Assistant Professor level.

Successful candidates will be eligible for prompt appointment to the Faculty of Graduate Studies.

Potential for Pedagogical innovation in high priority areas such as experiential education and technology-enhanced learning is an asset. The incumbent is expected to demonstrate excellence or promise of excellence in graduate supervision.

The incumbent should have an outstanding early career record including training and research awards and publications in high-quality outlets. The incumbent should have or have the potential to secure tri-council operating grants.

This chair is subject to approval by the federal CRC program review process. The start date for the position is July 1, 2018 or as soon as possible thereafter.

For these nominations, York is particularly interested in candidates with diverse backgrounds and especially encourages candidates in equity, diversity and inclusion categories. York acknowledges the potential impact that career interruptions can have on a candidate's record of research achievement and encourages applicants to explain in their application the impact that career interruptions may have had on their record of research achievement. All York University positions are subject to budgetary approval. York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA program, which applies to Aboriginal people, visible minorities, people with disabilities, and women, can be found at <http://yorku.ca/acadjobs> or by calling the AA office at 416-736-5713. Applicants wishing to self-identify can do so by downloading, completing and submitting the form found at: <http://acadjobs.info.yorku.ca/>.

All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.

Curriculum Vitae

No Name # 1

October 24, 2017

Address: Department of Sociology
University of Andorra
Andorra 94305-2047

Telephone: 011 244-123-4664

Electronic Mail: email@andora.edu

EDUCATION

Ph.D. (Sociology) 2015, University of Andorra
Dissertation Field: Sociology and Technology
Supervisor: Dr. Beau Jolais

Bachelor of Humanities 2010, University of Andorra
With Highest Honours

POSITIONS

2015- Postdoctoral Fellow in the School of Humanities and Sciences, Monaco
University.

HONORS AND AWARDS

2015-2018 Funded by Federal Government of Monaco National Scholars Program
2015 President's University Prize for Most Outstanding Dissertation, University of
Andorra
2007-2010 Dean's Honour Roll

UNIVERSITY SERVICE

- 2014- Member & Co-Founder, Technology and Society Student Committee, University of Andorra
- 2012- Volunteer Tutor, Social Sciences and Statistics Service, University of Andorra
- 2008-10 Student Representative, University Senate, University of Andorra

EDITORIAL POSITIONS

Paper Series

- 2015- Inaugural Editor, *Analysis in the Social Sciences- Mountain Perspectives* series, University of Andorra-University of Monaco Association on Sociology and Technology

Invited Peer Reviewer

- 2014- *Andorran Review of Social Economy* (Impact Factor: 0.4)
- 2015- *Journal of Institutional Economics* (Impact Factor: 1.9)
- 2016- *American Sociological Review* (Impact Factor: 3.6)
- 2016 *Acta Sociologica* (Impact Factor: 4.0)

ORGANIZATION MEMBERSHIPS

Andorran National Sociological Federation
 American Sociological Association
 European Association for Evolutionary Political Economy

TEACHING WORKSHOPS

- January 2016 Research (8 hours) Strategies for Supervising Undergraduates in
- June 2015 Using E-Technology to Enhance Teaching: Skills Mastery in the use of Vidyo, Zoom, and Blackboard (8 hours)

PEER-REVIEWED PUBLICATIONS

- 2017 "Capitalist Firms in Andorra's Innovation Network- Lessons for the World Stage".
 Author Order: No Name #1, John Laöoe & Beau Jolais
Annual Review of Sociology, 38(2: May): 326-359. Impact Factor: 7.9
- 2016 "Social Re-Construction of Interest Systems in African Countries".

Author Order: No Name #1, Dawn Yakubovich & Milton McGuire.

Sociology & Society 34: 579-612. Impact Factor: 5.0

2016 “The Impact of Socialist Social Structure on Economic Outcomes in Iceland”.

Author Order: No Name # 1 & Beau Jolais

Journal of Economic Opinion, 19(1)Winter: 33-50. Impact Factor: 3.5

2015 “Ignorance, Knowledge and Outcomes in a Small World”.

Author Order #1 Beau Jolais & No Name #1

Social Science Journal (20(1): 33-50. Impact Factor: 2.9

CURRICULUM VITAE

No Name #2

October 2017

Address: Department of Sociology
University of Toronto
Toronto, Ontario, Canada

Telephone: 416-650-4664

Fax: 416-813-0301

Electronic Mail: noname@sociology.toronto.edu

EDUCATION

Ph.D. Sociology, 2015, University of Victoria, Supervised by Dr. Linda Hurbert
Dissertation: The Introduction of Facebook: How Does it Impact Economic Development
in the Global North versus the Global South?

MA. History, 2011, University of Ottawa, Supervised by Dr. Michael Martin
Thesis: Understanding the Role of Online Media in Historical Political Narratives

CURRENT POSITION

2016-present Postdoctoral Fellow in the School of Humanities and Sciences, University of Toronto,
Supervisor, Dr. John Jensen
2016 Course Director, University of Toronto, Department of Sociology

HONORS AND AWARDS

2015-2016 SSHRC Doctoral Fellowship
2015 Top Trainee Poster Award, International Sociology Review, Geneva, Switzerland
2011 University Tuition Fellowship, 2011, 2012, 2013, 2014
2009-11 SSHRC Canada Graduate Scholarship, Masters level

UNIVERSITY SERVICE

2015- Member, Students, Science and Society, University of Toronto

BOOK CHAPTERS

- 2017 “Social Networks in Canadian Markets”. Pp. 102-113.
 Author Order: John Jensen & No Name #2,
 In *The European Valley Edge*. Editors: J Bornstein, John Jacobs
 Boston: Harvard University Press.
- 2016 “A Theoretical Agenda for Economic & Sociology”. Pp. 35-59.
 Author Order: John Jensen, Mary Lurt & No Name #2
 In *The New World Order in Sociology: Emerging Developments*. Editors: Milton Gunther,
 Randall Johnson, and Paula America
 New York: Russell Sage Foundation.
- 2016 “The Socialization of Bay Street”. Pp. 218-247.
 Author Order: John Jensen, Herbert Castilla, No Name #2, Linda Hwang, Janice Martin. F. Miller
 In *The Wild West of the North*. Editor: Ho Mien Chang
 Stanford: Stanford University Press.
- 2015 "The Economic Sociology of Firms and Entrepreneurs in Europe". Pp. 200-203.
 Author Order: No Name #2 & Linda Hurbert
 In *The Economic Sociology of Immigration: Essays in Networks, Ethnicity an
 And Entrepreneurship*. Editor: Alejandro Cortez.
 New York: New York University Press.
- 2015 "Alexander Graham Bell and the Social Construction of Telephones Outside America". Pp.
 213-246.
 Author Order: No Name #2 & Linda Hurbert.
 In *Economic Sociology – Novel Directions Forward*. Editor: Richard Swelterson,
 Toronto: University of Toronto Press.
- 2015 "Problems of Explanation in Economic Sociology". Pp. 25-56
 Author Order: Linda Hubert & No Name 2
 In *Forms of Social Networks in Industry*. Editor: Gurpreet Ghandir.
 Boston: Harvard Business School Press.
- 2014 "The New Economic Sociology: A History and a Gameplan". pp. 89-112.
 Author Order, Linda Hubert & No Name #2
 In *Beyond the Marketplace: Rethinking Economy and Society*. Editors: R. Johnnton and
 A.F. Kolton,
 New York: Columbia University Press.

- 2014 "Models of Diversity: The Integration of Telephones Across Canada". Pp. 69-104
Author Order: Linda Hubert & No Name #2.
In *Sociological Methodology*, Editor: Janelle Oombutu
Chicago: Northwestern Press.

PUBLISHED BOOKS

- 2018 "Unions, Social Networks, Organizational Politics: The Relationship Between Industrial Associations and Telecommunications: 2000-2010".
Author Order: John Jensen, Christine Lee, Martin Johnson, Francine LaCouer, No Name #2, Linda Hurbert
Chicago: University of Chicago Press

PEER REVIEWED PUBLICATIONS

- 2017 "The Nature of Economic Relationships in the Tech Sector".
Author Order: No Name #2 & John Jensen
Monographs in Economic Sociology, No. 10, pp. 21-37. Impact Factor: 4.0
- 2016 "Economic Institutions as Social Constructions: A Framework for Analysis".
Author Order: No Name #2 & Linda Hubert
Acta Sociologica Nordica 35(1): 3-11. Impact Factor: 1.9
- 2016 "The Social Construction of Northern Economic Institutions".
Author Order: Christine Lee, John Jensen, Martin Johnson, & No Name #2
Canadian Social Sciences Journal 35(1): 3-11. Impact Factor: 1.75
- 2016 "The Myth of Social Network Analysis as a Separate Method in the Social Sciences".
Author Order: Janelle Oombutu, Linda Hubert, John Jensen, No Name #2 &
Sociology in Canada 13 (1-2), Spring-Summer, pp. 13-16. Impact Factor 2.3
- 2015 "Can we use Social Media for Replicable Research in the Social Sciences".
Author Order: No Name #2 & Michael Martin
North American Sociology 13 (1-2), Spring-Summer, pp. 13-16. Impact Factor 2.5

DOCUMENT GROUP 3: ENHANCED AFFIRMATIVE ACTION TRAINING FOR
ACADEMIC HIRING COMMITTEES

Enhanced Affirmative Action Training for Academic Hiring Committees

YORK UNIVERSITY

Version: October 30 2017

Enhanced Affirmative Action For Academic Hiring Committees- Best Practices Cheat Sheet

<p>PRIOR TO SCREENING CVS</p> <ul style="list-style-type: none"> Look to the hiring criteria. Identify the interpersonal skills needed to be successful in the role. Specify how these skills will be identified. Specify how you will weight the factors of Service, Teaching and Researching. Is your search committee diverse enough? <p>PRIOR TO READING LETTERS OF RECOMMENDATION</p> <ul style="list-style-type: none"> Letters of recommendation are often written differently for men and women. How important are reference letters to your decision-making? Agree as a group, what should your committee be looking for in letters? Should you consider phone interviews with referees to get more data on candidates? 	<p>CONSIDERATIONS WHEN SCREENING CVS</p> <ul style="list-style-type: none"> Are you evaluating each CV against the established criteria? How are you considering candidates who have qualifications or experience acquired in non-traditional ways or who have taken a non-traditional career path? How have you considered career interruptions? Make it EXPLICIT how you will factor in career interruptions? Do not penalize candidates for the reason for the interruption. Do not assume a person with a health or medical issue or young children may not have the capacity to meet the requirements of the job.
<p>WHAT MAKES A GOOD "FIT" AT SITE VISITS?</p> <ul style="list-style-type: none"> Clearly define the purpose of the lunch or dinner in the hiring process. Consider in advance how your assessment of "fit" might exclude people who are different than yourself, e.g., racialize or Indigenous candidates, women, etc. Ensure all candidates are informed of the purpose of dinner or lunch. 	<p>CONSIDERATIONS WHEN INTERVIEWING</p> <ul style="list-style-type: none"> Be sensitive to different communications styles (e.g., direct versus indirect), non-verbal behaviours (e.g., eye contact, smiling, handshakes), and other differences such as accents as well as how the candidate dresses, which may impact your assessment of them. Use a structured format that allows you to collect the same type of info from all candidates.
<p>CONSIDERATIONS WHEN HIRING</p> <ul style="list-style-type: none"> Go back to the rankings/ratings of applicants before you met them. Remind yourself of the objective data i.e. the demonstrated qualifications that led to your shortlisting and the needs of your hiring unit (teaching, service, research). In advance of discussion, remind the group about what is the relative importance of interpersonal skills or 'good fit' versus qualifications. Explicitly discuss how being a member of a FDG or a traditionally marginalized group (e.g TGLBT2Q) could have unfairly disadvantaged a candidate during their visit. After reviewing candidate qualifications and site visit performance (and the relative weighting of qualifications versus 'fit' type factors), with potential unconscious bias in mind, conduct candidate ranking. 	

Acknowledgement:

This document uses and builds on the information contained in:

Equity, Diversity and Inclusion: Best Practices for Recruitment, Hiring and Retention

Canada Research Chairs, Government of Canada

http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx#b

These enhanced AA materials and slides were an Initiative led by Rebecca Pillai Riddell (Health), Claudia McPherson (Faculty Relations), Carl James (Education), Annette Boodram (Human Resources) and Tana Turner (Principal Consultant, Turner Consulting). They worked with the following working group members Kate McPherson (LAPS Faculty), John Amanatides (Lassonde Faculty), Chris Robinson (LAPS Faculty), Andrée-Ann Cyrandre (Glendon Faculty), Lykke De La Coeur (LAPS Faculty), Leah Vosko (LAPS Faculty), Marisa Sterling (Lassonde Faculty), Chun Peng (Science Faculty), James Smith (Lassonde Faculty), Barb Edwards (VPRI Staff), Josephine Tchong (REI Staff), and Michael Charles (REI Staff).

1. Employment Equity: A Definition¹

Employment equity involves a systematic effort to achieve fairness in employment. At York, we refer to this as our Affirmative Action Program for academic hires, the terms of which are contained in our collective agreement.

First, it is necessary to eliminate systemic, structural and, so far as is possible — through education, attitudinal discrimination.

Second, no one should be denied access to employment opportunities for reasons unrelated to ability, and all should have access to the fullest opportunities to develop individual potential.

Third, in order to fulfill the second objective above, differences between people must be respected and accommodated in accordance with human rights legislation.

Finally, it is necessary to promote a climate favourable to the successful integration of members of groups designated for employment equity measures within the University.

2. The Principles of Equitable Hiring

1. PRINCIPLE 1: HIRING IS BASED ON MERIT

Bias-free hiring helps to ensure that all candidates are provided an opportunity to demonstrate and be judged on their job-related skills and qualifications.

As the *Guidelines for ensuring a fair and transparent recruitment and nomination process* for the Canada Research Chair notes:

The goals of excellence and equity are both compatible and mutually supporting. Sound equity practices ensure that the largest pool of qualified candidates is accessed, without affecting the integrity of the program's selection process.²

¹ <http://secretariat-policies.info.yorku.ca/policies/employment-equity/>

² <http://www.chairs-chaire.gc.ca/program-programme/equity-equite/recruitment-recrutement-eng.aspx>

2. PRINCIPLE 2: HIRING IS OBJECTIVE AND JOB RELATED

A bias-free hiring process helps to ensure that candidates are objectively assessed on job-related criteria.

3. PRINCIPLE 3: HIRING IS STRUCTURED

A bias-free hiring process is structured and ensures that all candidates are assessed in the same manner and against the same criteria. This structure provides candidates with an equal opportunity to demonstrate their skills, knowledge, and qualifications for the job.

4. PRINCIPLE 4: HIRING IS INCLUSIVE

A bias-free process is inclusive and free from barriers that adversely affect qualified candidates from diverse communities, backgrounds, and identities.

In addition, this process includes people on the interview panel who are knowledgeable about equity, diversity, and inclusion.

Interview panels will ideally include people from diverse communities, backgrounds, and identities. This intentional diversity not only demonstrates inclusion, but also reduces bias in the hiring process.

Best Practices for Academic Hiring

1. REFLECT ON YOUR OWN BIASES

The first step to minimizing the impact of your biases in hiring is to reflect on and become aware of your own biases.

While some of our biases may be conscious, such as preferences for candidates who attended the same universities we did, there are other unconscious biases that may impact how we assess candidates. These biases may be based on various characteristics such as race, gender, disability, sexual orientation, and gender identity.

When interviewing candidates, be sensitive to different communications styles (e.g., direct versus indirect), non-verbal behaviours (e.g., eye contact, smiling, handshakes), and other differences such as accents as well as how the candidate dresses, which may impact your assessment of them.

Because they are unconscious, these biases are likely hidden to us. Harvard's Implicit Association Test is an online tool that can help you unearth these biases.

You can access the Implicit Association Test at the following link:

<https://implicit.harvard.edu/implicit/education.html>

Resources

State of the Science: Implicit Bias Reviews, 2013, 2014, 2015, 2016

Kirwan Institute, Ohio State University

<http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review/>

POINT TO REMEMBER

We tend to gravitate, hire and, promote people who are similar to us.

Our assessment of a job candidate's skills, abilities, and potential can be impacted by our conscious and unconscious beliefs about a person's race, gender, disability, sexual orientation, and gender identity.

Our biases often lead us to hire people who are similar to us, and thus we miss out on the creativity and innovation that diversity brings to the department, the field, and the university community as a whole.

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2. ADD STRUCTURE AND TRANSPARENCY TO REMOVE BIAS

Adding structure and transparency to the hiring process helps remove the likelihood that your hiring decision will be affected by individual bias, personal preferences, etc. Vague, general, or undefined criteria can create opportunities for assessment of candidates to be made based on individual biases.

Ways to add structure and transparency include:

- Clearly identifying the hiring criteria such as educational attainment (e.g., Is a Ph.D. required or can you hire someone who has not yet completed their Ph.D.?), level of experience, area of specialty, etc.
- Clearly specifying the interpersonal skills needed to be successful in the role such as those needed to supervise students (e.g., empathy, listening skills, ability to give effective feedback, ability to engage with students from diverse backgrounds and with diverse learning styles, etc.);
- Weighing the factors of Service, Teaching, and Research to determine the level of importance of each area and how they will be assessed; and
- Reviewing all application packages against predetermined selection criteria.
- Clearly articulate the purpose of the social aspects of hiring, such as the lunch or dinner. Decide what role it will play in the decision-making process. Communicate the structure and purpose to all candidates in advance. Decide who will attend the dinner.

3. REDEFINE YOUR IDEA OF “FIT”

While you may be considering “fit” when evaluating candidates, search committees should clearly define what they mean by “fit”. Some individuals may be looking for a colleague with the same perspective and research interests with whom they can collaborate. Still others may be looking for someone with whom they will get along and can socialize. In these cases, “fit” may be used to exclude candidates from the Federal Designated Groups.

Instead, you may wish to consider “fit” in terms of:

- In what ways does this candidate’s research, teaching and service record fill gaps within the department?
- How might this candidate help the department better reflect the research interests of students from diverse communities, backgrounds, and identities?

The first step in hiring for fit is to articulate the values, norms, and practices that you are looking for. This helps members of the selection committee to avoid confusing personal similarities with fit. When fit is used to hire a homogenous workforce, the resulting lack of diversity will often stifle creativity and innovation. In addition, it further disconnects the faculty from the increasingly diverse student population and research interests of graduate students.

4. DESCRIBE DUTIES CLEARLY AND USE INCLUSIVE LANGUAGE IN JOB POSTINGS

Even if your job posting has already gone out, this is important information to pass onto the next hiring committee.

The job posting should clearly describe the position and the application process. Generally, a good job ad will:

- Use inclusive and unbiased language;
- Provide a clear description of responsibilities and expectations;
- State all the essential qualifications sought plus other key evaluation criteria;
- Provide information on university or community assets that would attract candidates from the Federal Designated Groups; and
- Contain instructions for applicants on how to apply and what information to include, such as noting career interruptions.

The posting must also contain the University's Affirmative Action (for faculty) and Employment Equity statements (non-academic).

When deciding where to post the job ad, you should identify where you are most likely to capture the attention of potential candidates from a broad background, such as discipline-specific journals and listservs, *University Affairs*, personal networks, university websites, and the *CAUT Bulletin*. Efforts should also be made to advertise with associations or contact groups that directly serve members of the Federal Designated Groups.

In addition, the Government of Canada recommends the following best practices:³

- Ensure an equity and diversity expert reviews and approves the job posting before it is posted.
- Post all job postings publicly for a minimum of 30 days.
- Use encompassing, clear, flexible criteria for assessing excellence that fully document, recognize and reward the scholarship of teaching, professional service, outreach, mentoring and research training, and account for nontraditional areas of research and/or research outputs.

³ http://www.chairs-chaire.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx?pedisable=true

- Post only the qualifications and skills necessary for the job.
- Use inclusive, unbiased, ungendered language. Be inclusive of all genders: e.g., use the phrase “all genders” rather than stipulate “women and men,” and use the pronoun “them” instead of “him” and/or “her.” Avoid stereotyping, and avoid prioritizing those traits and descriptions traditionally viewed as masculine.
- Require, as part of the job criteria, a track record related to diversity. Encourage applicants to identify their strengths and experiences in increasing diversity in their previous institutional environment, and in curriculum.
- Use commitment-to-equity statements effectively:
 - Develop an equity statement that is meaningful and applies a wide lens in defining diversity. Avoid using very general statements that the institution or program supports equity or supports applications from Federal Designated Group members.
 - Limit using the adjective “qualified” in the equity statement, as all candidates must be qualified.
 - Provide information about the institution, community assets and resources, equity and diversity policies and action plan, accommodation policies, and family resources that would serve a diverse group and attract them to the institution.
- Avoid creating unnecessary barriers. For example, posting internally or having limited external distribution of the job posting inherently values seniority and those who are “in the know.” Work-related assessment criteria should also apply to comparable experience in non-academic fields (e.g., government or community-based research). Do not focus solely on a strong publication record, as many academics have strong research output in oral or community-based forums (this is especially true of some Indigenous / Aboriginal scholars who come from cultures that value oral traditions).
- Consider an invitation to candidates to offer a brief explanation of career interruptions with their package to help hiring committees better understand the reason for interruption (250 words?).

TEST HOW EFFECTIVE YOUR JOB AD WILL BE

The wording of the job ad — that is, the more male-coded language or female-coded language, passive language, length of sentences, etc. — influences which who it will be more appealing to.

Consider assessing your job ad at www.textio.com

5. INCLUDE A STATEMENT THAT SPEAKS TO WHAT DIVERSITY ADDS TO THE DEPARTMENT

Consider using part of the job ad to speak to the importance of equity, diversity, and inclusion to the department. Why does your unit believe in diversity of its professoriate? This would be in addition to the blanket statement at the end about York University's commitment to diversity.

These statements could include wording such as the following:

- We are a creative and forward-thinking school that values diversity as a key driver of creativity and innovation. We are seeking new faculty interested in working in a diverse, dynamic, team-oriented, and progressive environment.
- We are committed to increasing the diversity of our staff to broaden the knowledge base and competencies across the department, driving creativity and innovation, and meeting the academic and research interests of our diverse undergraduate and graduate student population.
- With a diverse student body of 600 undergraduate students and 100 graduate students, as well as 40 faculty members from diverse disciplinary backgrounds, ours is an intellectually rich and supportive community, guided by the highest standards of scholarship with a commitment to equity and social justice. The successful candidate will be deeply committed to equity, which is reflected in their research, teaching, and interactions with colleagues and students.
- The department is an international leader in research and education. Successful candidates are expected to pursue independent, innovative research at the highest international level; to establish a strong externally funded independent research program; to have a strong commitment to teaching undergraduate and graduate students from diverse communities, backgrounds, and identities; and to contribute to the equity and inclusion goals of the department.

6. SELF-IDENTIFICATION

When asking candidates to self-identify to belonging to one of the Federal Designated Groups, keep in mind the following:

- Explain the purpose of the Self-Identification Questionnaire, how the data will be used in the selection process, privacy considerations, and the importance of self-identification for the university to have an accurate understanding of equity representation
- Be respectful of the reasons why someone may choose not to self-identify. The completion of the questionnaire is completely voluntary.
- Do not guess the gender, race, or other characteristics of a nominee. This is a violation of the individual's right to privacy and is open to error/misrepresentation
- Communicate the importance of self-identification in helping the institution meet the equity targets, and in accurately assessing the university's equity profile.

7. ENSURE UNBIASED SCREENING OF APPLICATION PACKAGES

Screening application packages and identifying which candidates to invite to an interview is often where significant barriers arise. Unfortunately, at this stage, there is a tendency to:

- Judge people based on our own experience and knowledge;
- Look for like-minded candidates or those who look like us;
- Think too narrowly, which interferes with seeing how someone may be just as good but in a different way;
- Make assumptions about possible behaviour or characteristics without evidence.

When screening applications to determine which applicants to invite for an interview or job talk, you should:

- Review and evaluate each application against the previously established criteria — which should be relevant, objective, and measurable — to generate your interview shortlist.
- Ensure that you do not exclude applicants who have qualifications or experience acquired in non-traditional ways or who have taken a non-traditional career path. Diversity in background, experience, and research interests adds to the strengths of the department and the university.
- Ensure that you do not undervalue scholarship or research that is non-traditional or unconventional, outside the mainstream of the discipline, or focused on issues of gender, race, or minority status.
- Ensure that part-time and sessional faculty are not unreasonably excluded from the search process.
- If members of the Federal Designated Groups do not make it to the short-list, review the applications again to ensure that all application packages have been fairly assessed. For example, stereotypical assumptions about the importance of an uninterrupted work record may disadvantage women, persons with disabilities, or recent immigrants.
- When considering career interruptions, be sure that you do not penalize candidates for the reason for the interruption. Some employers may assume that someone who has taken time off because of a health or medical issue may not have the capacity to meet the requirements of the job. Others may feel that a woman with small children doesn't have the professional commitment, competence, or ambition to be successful, or a man who takes paternity leave is not committed to his career.

8. ENSURE DIVERSITY ON THE SEARCH COMMITTEE

Ensuring that a Search Committee is used and is involved in all aspects of the hiring process, including reviewing CVs, interviews / job talks, etc., helps to provide different perspectives and can help to reduce the impact of individual biases on the process and the hiring decision.

Ensuring that members of the Federal Designated Groups are included on the Search Committee will also bring various perspectives to the hiring process. If your department does not have someone from a

Federal Designated Group available, consider inviting someone from a related department to assist in the selection process.

9. PREPARE THE SEARCH COMMITTEE

All members of the Search Committee should have the same understanding of the selection criteria and their roles during the selection process. Further, they should understand the importance of maintaining confidentiality and should declare any conflicts of interest, such as personal relationships.

At this point, it is important to ensure that all panel members are available to interview all candidates. This ensures that the same group of people is able to discuss and assess all candidates.

Training or other awareness-raising activities should be conducted to sensitize Search Committee members to issues of equity and unconscious bias. The Search Committee should also be aware of any representation gaps at the university and within the department.

10. ASSESS LETTERS OF RECOMMENDATION CAREFULLY

Letters of recommendation play an important role when hiring university faculty. However, a content analysis of letters of recommendation show gender biases. This research⁴ has shown assessors are more likely to use “grindstone” adjectives (e.g., “hardworking,” “diligent,” “conscientious”) to describe women, while they are more likely to use “stand-out” adjectives (e.g., “outstanding,” “superb,” “excellent”) to describe men. Further, these references more often comment on the personal lives of female candidates, but focus more on the CV, publications, or patents of male candidates.

While you may have worked to limit the impact of bias in the hiring process, letters of recommendation may insert bias into the process. You may want to review the CV first and rate the candidate prior to reviewing the letters of recommendation. Where the letters of recommendation changes your rating of the candidate, consider phoning the referee to further explore their recommendation. In this way, you will be able to get more detailed information about the female candidates.

11. STRUCTURE INTERVIEW QUESTIONS

The purpose of the interview or job talk is to assess the extent to which candidates meet the criteria established for the position. A structured format allows you to collect the same type of information from all candidates.

12. ENSURE COMPLIANCE WITH THE ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA)

The AODA requires organizations to:

⁴ <http://diversity.berkeley.edu/sites/default/files/exploring-the-color-of-glass.pdf>

- Notify candidates about the availability of accommodation during the selection process. This can be done in the job ad and when scheduling interviews.
- Provide written materials used during the selection process in an accessible format, upon request.

Further, the selection committee should understand that they are not to consider the candidate's disability or need for accommodation when making the hiring decision.

13. VIEW LUNCHEES AND DINNERS AS A MUTUAL INTERVIEW PROCESS

While you may be using the lunches and dinners to more thoroughly assess the candidates, remember that candidates are also making decisions about your department as well as York University. During the lunch or dinner, you should allow them time to ask questions about the university and the department to ensure that this position is a good fit for them.

POINT TO PONDER...In non-academic circles, informal pieces (like dinners) are frowned upon and avoided. Academics face a far-different hiring task, in that they are hiring people that are expected to stay for decades, so 'getting along' or 'fit' has traditionally been involved in academic decision-making. Recognizing this contextual difference, are there ways to more formally assess a candidate's "fit" rather than through informal practices such as a lunch or dinner?

14. CONSIDER CAREER INTERRUPTIONS

Because you will consider career interruptions when assessing the candidates' productivity, the job ad should ask job candidates to identify these interruptions. However, be sure that when you are making your hiring decision you do not consider the reason for the career interruption, e.g., maternity leave, paternity leave, disability, etc.

15. CONSIDER ALL CRITERIA WHEN MAKING THE HIRING DECISION

When making the hiring decision, the federal government recommends the following best practices:⁵

- Be mindful that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For example, an applicant who took time away from work or studies for family-related matters may not have as many publications, but the substance and quality of that applicant's work may render them best qualified.

⁵ http://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx?pedisable=true

- Avoid using a candidate's "fit" as a means to discriminate or indulge personal biases. Employment and Social Development Canada allows employers to consider "fit" when evaluating candidates, but this should be used sparingly, and only as a justification for not hiring someone when the grounds are objective and reasonable (e.g., the fact that a candidate is introverted or extroverted should not be considered when assessing their suitability for the position).
- Avoid undervaluing scholarship or research that is non-traditional or unconventional; outside the mainstream of the discipline; or focused on issues of gender, race, or minority status. Search committees can acquire the help of experts to assess fields with which they are unfamiliar.
- Explicitly remind committees that the need for accommodation cannot be used as a negative in the assessment.
- Avoid averaging productive periods across non-productive periods, such as those required for parental, family, or medical leave. For example, some immigrants may have taken longer to attain senior degrees due to the difficulties of relocating and adapting to a new country and language. This should not be viewed detrimentally.
- Be aware of the limitations that a given field of study may have on publishing in top-tier, mainstream platforms and attracting research funding. If the market for the research conducted is smaller, the candidate's "numbers" may not be comparable to those for more traditional areas of research.

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 27 November 2018

Subject: Meal Plan Rates

Recommendation:

That the Board of Governors approve the 2019-20 mandatory Meal Plan rates listed below.

Mandatory Meal Plans – proposed rate changes	2018/2019	2019/2020
Bronze: increase of 8%	\$ 3250	\$ 3500
Silver: increase of 8%	\$ 3700	\$ 4000
Gold: increase of 8%	\$ 4150	\$ 4500
Platinum: increase of 8%	\$ 4600	\$ 5000
Convenience: increase of 8%	\$ 2175	\$ 2350

Board of Governors

Background

The detailed cost breakdown of meal plan packages for 2019-20 (proposed) and 2018-19 (current) are as follows:

Proposed Meal Plan Packages 2019-2020

Meal Plan	Total Cost	Tax Exempt Funds	Taxable Funds	Program Fee
Bronze	\$3500	\$2950	\$400	\$150
Silver	\$4000	\$3450	\$400	\$150
Gold	\$4500	\$3950	\$400	\$150
Platinum	\$5000	\$4450	\$400	\$150
Convenience	\$2350	\$2275	N/A	\$75

Current Meal Plan Packages 2018-2019

Meal Plan	Total Cost	Tax Exempt Funds	Taxable Funds	Program Fee
Bronze	\$3250	\$2700	\$400	\$150
Silver	\$3700	\$3150	\$400	\$150
Gold	\$4150	\$3600	\$400	\$150
Platinum	\$4600	\$4050	\$400	\$150
Convenience	\$2175	\$2100	N/A	\$75

Undergraduate students living in traditional residence rooms are required to purchase a meal plan, which is exempt from HST. Undergraduate students living in suites, graduate students living in York Apartments, and commuter students may optionally elect to purchase a meal plan in order to enjoy the tax savings that the plans provide.

York University operates a “declining balance” meal plan program, in which funds are loaded onto a student’s YU-card in designated accounts. As food is purchased at eateries, the retail purchase price of the meal is deducted from the account. Declining balance meal plans are offered at several other Ontario universities, while some offer “board” plans that provide unlimited access to dining halls for a single price.

Meal plan programs exist not only to ensure that students have a reasonable budget set aside for food during the year, but also to contribute to the social fabric of residence life. They also underpin an institution’s foodservice infrastructure. While it is common

Board of Governors

practice at other institutions to limit meal plan use to a specific cafeteria, York enables students to use their meal plans at all eateries across the Keele and Glendon campuses, as well as additional eateries that wish to join the YU-card program such as those located in York Lanes and the Quad residence complex.

In order to offer students the HST exemption when meals are purchased, the University and its food operators must comply with the relevant provisions of the Excise Tax Act and related rulings issued by Canada Revenue Agency. These regulations define the minimum pricing of plans, eligible purchases, and other conditions.

The Program Fee was introduced in 2015 to offset the discontinuation of the meal plan expiration in response to student input; to provide dining programming to enhance the residence experience, and to fund capital improvements in the dining halls. Such fees are common among meal plan programs. The funds enable the issuance of re-usable water bottles to each residence student in support of the University's sustainability efforts, as well as programs such as theme meals, exam stress busters, and a coupon booklet providing over \$80 in savings on campus.

Rationale

York's meal plan prices remain the lowest in the province (see Appendix A), and rate increases over time have not kept pace with increases in food costs or other institutions. This continues to cause a disconnect between the purchasing power of York's meal plans and student perceptions of value, and challenges the University to deliver a high-quality student dining experience. Students who purchase the minimum plan based on a perception that it will be enough for the entire year often run out of funds well before the end of the year and are induced to make price-based choices for their meals rather than those that meet their dietary needs or preferences. Analysis of meal plan usage has continued to indicate that most students who purchase the Bronze meal plan exceed budgeted spending during the year. While an often-used guideline suggests that \$20 per day is needed to properly feed a student, the minimum meal plan for 2018-19 provides only \$14. Notwithstanding the foregoing, student feedback has been concerned more with the rate of an increase than the price of the minimum plan, hence the more moderate approach to our rate increase proposals in recent years.

Food costs are forecasted to increase more moderately in 2019, however the impact of tariffs and increasing wage rates is not yet known. In the absence of an increase in Meal Plan rates, erosion of purchasing power will cause further misalignment between plan prices and student/parent expectations that meal plans will be sufficient to meet their needs for the year, and encourage unhealthy food choices. The University plans continued investment in dining hall facility and equipment renewal to improve program quality while continuing to absorb its share of Shared Accountability and Resource Planning (SHARP) tax and shared service costs.

Board of Governors

Based on the proposed changes, York's minimum meal plan will remain \$150 less than the next lowest 2018/19 comparable plan in Ontario (at University of Toronto - Mississauga) which does not account for any fee increases that other institutions will apply for 2019-20. Notably, this year Ryerson University increased its minimum meal plan price from \$3575 to \$5300 and converted to an unlimited access "board plan" model, which is a growing trend among Canadian institutions.

Future Consideration

Ancillary Services is reviewing the University's meal plan structure to determine if a declining balance plan continues to meet the needs of our students, or whether the University should be considering an "all you care to eat" model, as has been implemented at other postsecondary institutions. This review will include consultation with students.

Board of Governors

Appendix A – Minimum Mandatory Meal Plan Rates at Other Ontario Institutions (2017-18 and 2018-19)

Institution	Minimum Mandatory Meal Plan	
	2017-18	2018-19
Ryerson University*	\$3575	\$5300
Wilfrid Laurier	\$5000	\$5300
Western University	\$4895	\$5150
University of Waterloo	\$4610	\$4750
University of Windsor	\$4496	\$4630
Trent University	\$4200	\$4325
McMaster University	\$3955	\$4135
University of Guelph	\$3895	\$4000
Brock University	\$3900	\$3900
University of Toronto – Mississauga	\$3525	\$3650
York University	\$2950	\$3500

*Ryerson University converted from a declining balance meal plan program to an all-you-care-to-eat model in 2018-19.

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 27 November 2018

Subject: Undergraduate Residence Rates

Recommendation:

That the Board of Governors approve the 2019-20 undergraduate residence rate increases listed below.

Room Type	% Increase
Double and single rooms in the traditional dormitory-style residences	3.85%
Suite-style rooms in Calumet and Bethune residences	3.50%
Suite-style rooms in The Pond Road residence	3.00%

Background

In 2012 the Board approved a 10 year, \$70M York University Housing Capital Renewal Strategy. At the time, an average annual rate increase of 3.7% for the duration of the 10 Year Strategy was presented as necessary to the financing of a capital renewal plan for all Undergraduate Residences and York Apartments.

Rationale

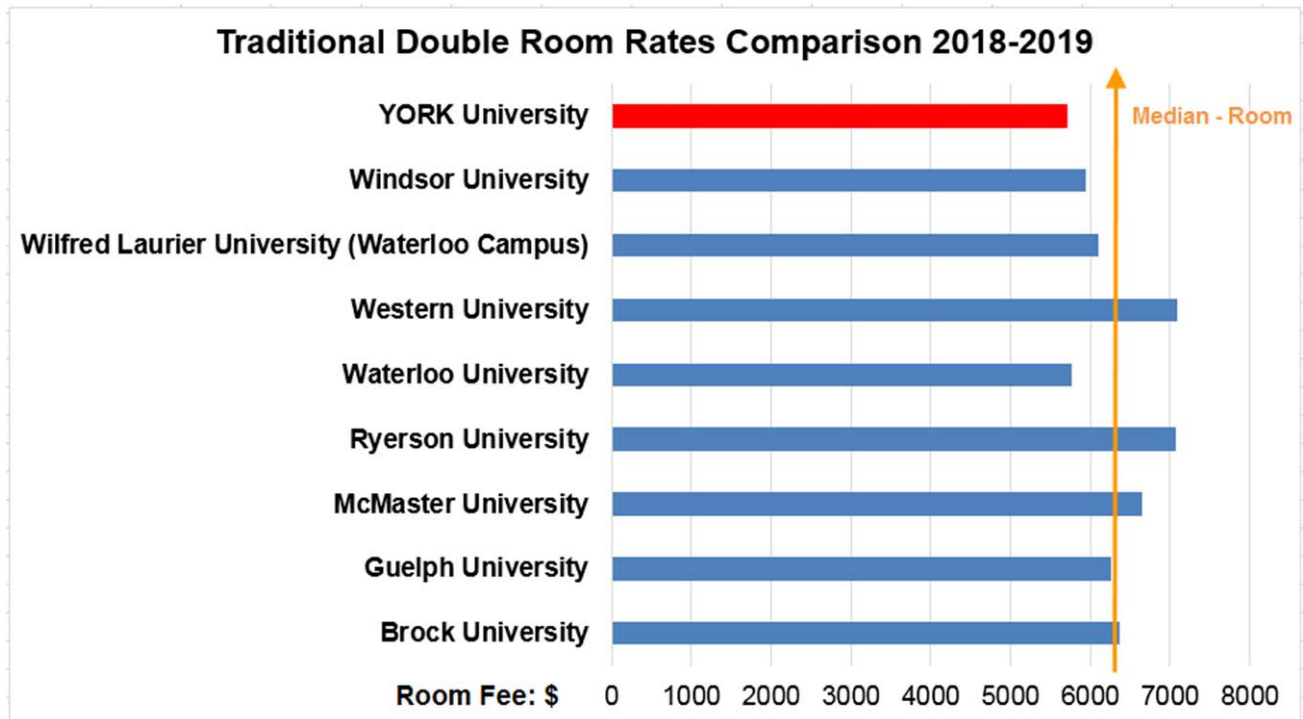
The rate increases proposed for 2019-20 will allow for the continued funding of building renewal projects, with particular attention paid to major washroom refurbishment in the older traditional residences. As of October 2018, \$60M of the Housing Capital Renewal funds has been committed and spent on several improvement projects across all residence and apartment buildings.

Board of Governors

York's traditional dormitory room rates remain below the median in comparison with other universities. A comparison of 2018-19 rates for traditional double rooms, traditional single rooms, and two-person suites is shown below in Tables One, Two and Three respectively. With this year's proposed increase, York's two-person suite rates will continue to be at the lower-to median-range in comparison to other Toronto-based residences. A survey of Ontario and other Canadian universities indicates proposed rate increases in the range of 2-4% for 2019-20.

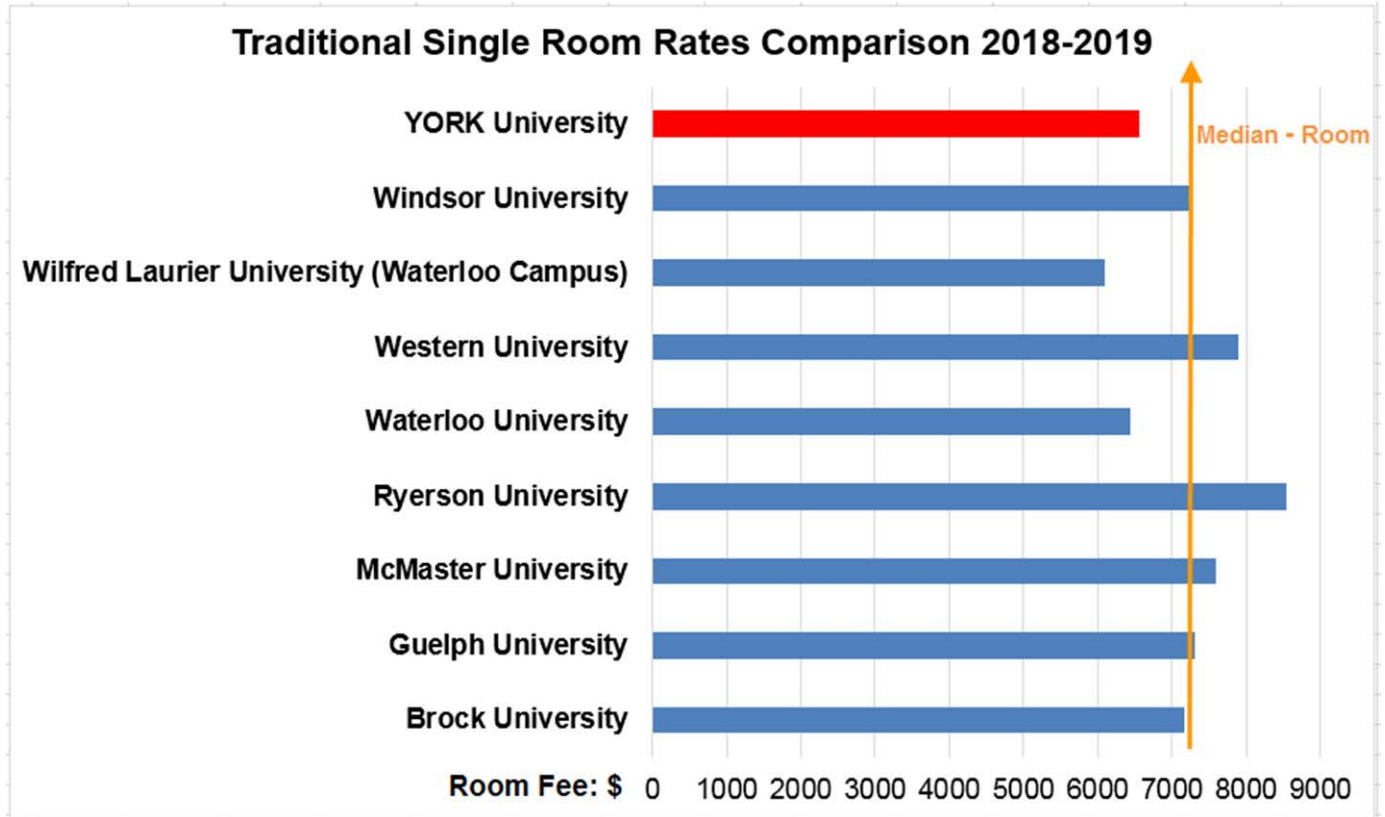
The 2019-20 proposed undergraduate residence rate increase will be presented to the Residence Student Advisory Group in November 2018, along with a status update on completed and future planned capital projects.

Table One



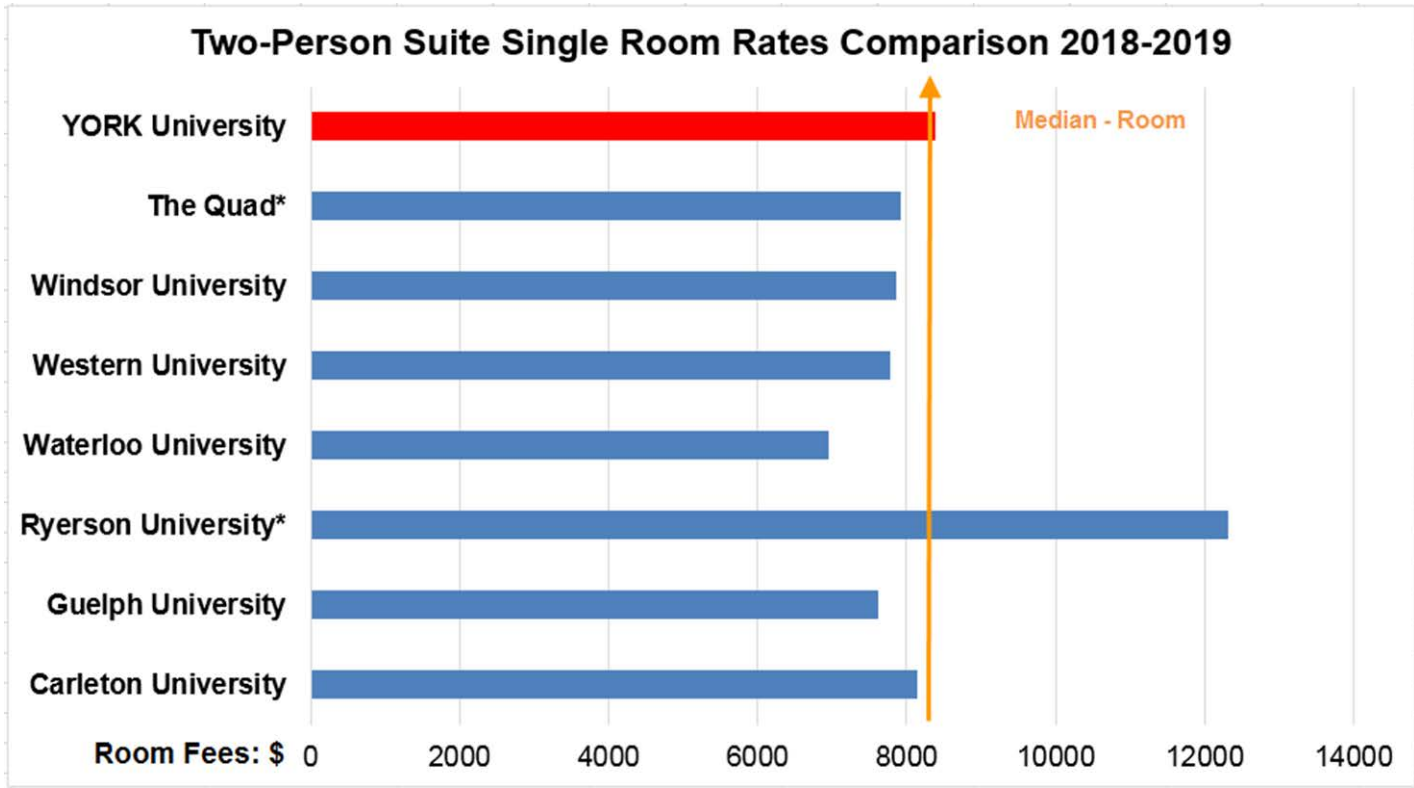
Board of Governors

Table Two



Board of Governors

Table Three



*Fees do not include utilities.

Board of Governors

Memorandum

To: Board of Governors

From: William Hatanaka, Chair, Finance and Audit Committee

Date: 19 November 2018

Subject: York Apartments Rental Rate

Recommendation:

That the Board of Governors approve the 2019-20 undergraduate residence rate increases listed below.

- **1.8% increase for all units with continuing leases, to reflect the allowable increase established by the Ontario Rent Increase Guidelines for January 2019.**
- **4.5% increase for units with new leases in Assiniboine and Atkinson Apartments effective 1st May 2019, for the 2019-20 academic year. This increase includes 2.7% for capital fund generation in support of the general renewal of housing stock and 1.8% for inflation as permitted by the rent increase guidelines.**
- **3.0% increase for units with new leases in Passy Garden Apartments effective 1st May 2019 for the 2019-20 academic year. This increase includes 1.2% for capital fund generation in support of the general renewal of housing stock and 1.8% for inflation as permitted by the rent increase guidelines.**

Rationale

In 2012, the Board approved a 10 year, \$70M York University Housing Renewal Strategy. At the time, an average annual rate increase of 3.7% for the duration of the 10 Year Strategy was presented as necessary to the financing of a capital renewal plan for all undergraduate residences and York apartments. While those increases have been consistently applied to undergraduate residence rates, rate increases for the York Apartments have only mirrored those imposed by the Ontario Rent Increase Guideline

Board of Governors

(ORIG), and as a result have not kept pace with increases required to generate capital funding, nor with the general market.

In-lease rate increases are controlled by the ORIG. However, there are no such constraints in respect of vacant/new-lease units. While this temporarily creates different rates for similar units, rents will equalize as units become vacant in the future. Approximately 70% of apartments become vacant in any given year.

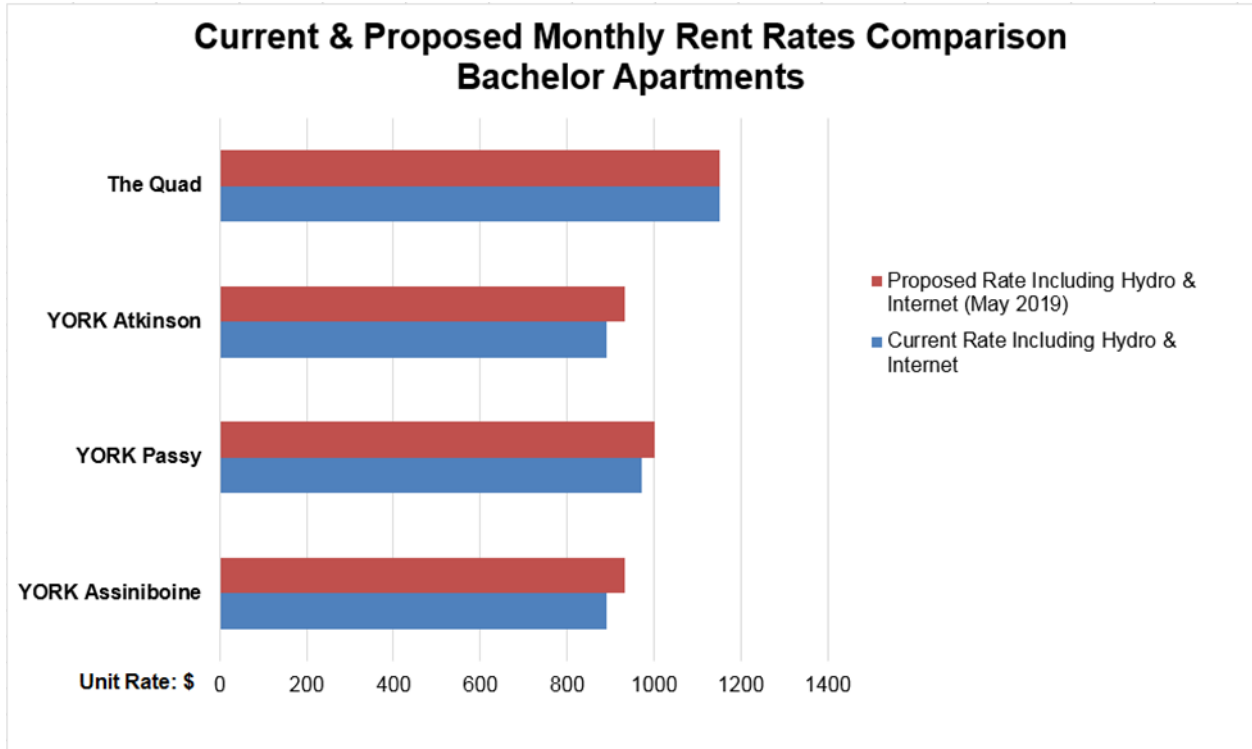
As of October 2018, \$60M has been spent and committed to several improvement projects across York's residences, including enhanced wireless internet service and fire protection systems for the York Apartments.

Further, under the Shared Accountability and Resource Planning (SHARP) financial model, internal taxes on revenues and shared services costs are imposed on ancillary business operations. In the case of Housing Services, SHARP-related costs for 2019-20 are estimated at \$2.2M, or 7.3%, on a base of \$30.3M in revenues as forecast in the Long-Term Ancillary Plan. Ancillary services are required to operate without deficit, thus additional costs from SHARP must either be absorbed by the Housing budget or passed on to tenants.

An analysis of rates for similar units within the York Apartments complex, and for privately operated residences neighbouring the campus is shown below. York's current apartment rates are significantly lower by comparison (approximately 10-20%) and have a substantial wait list.

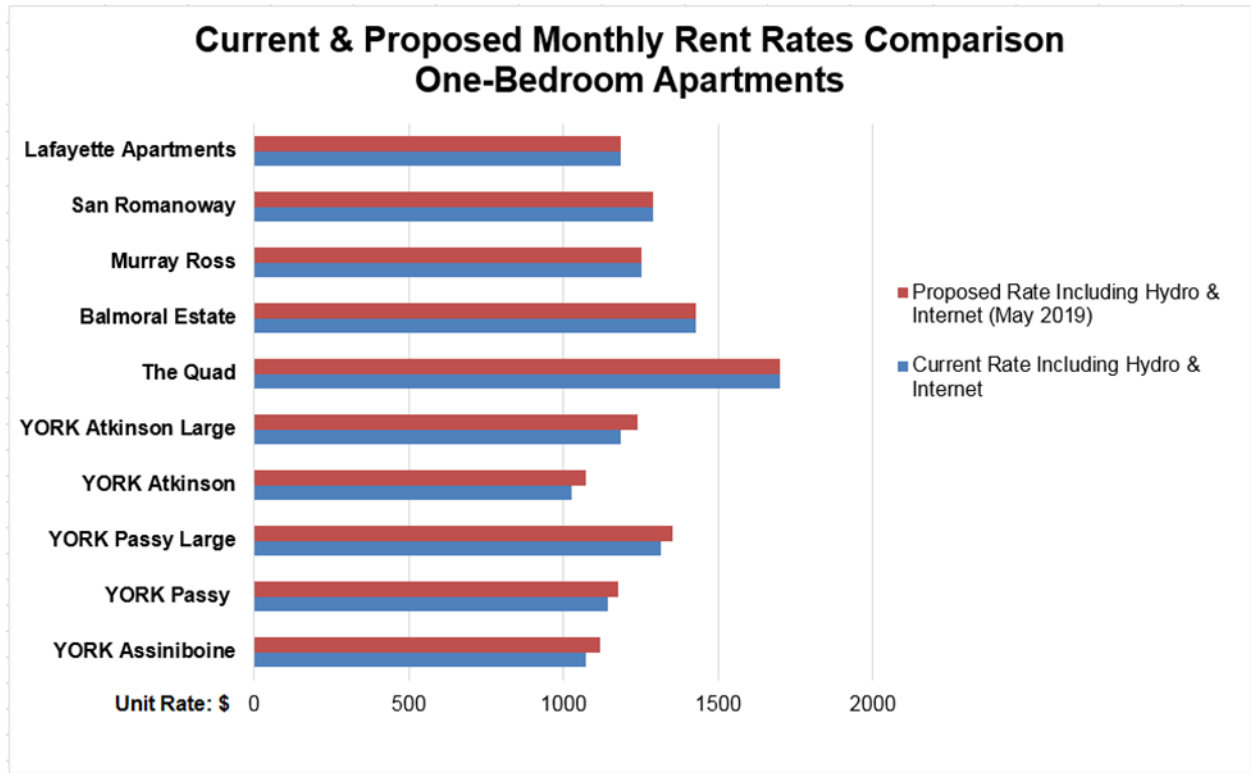
Board of Governors

Table One



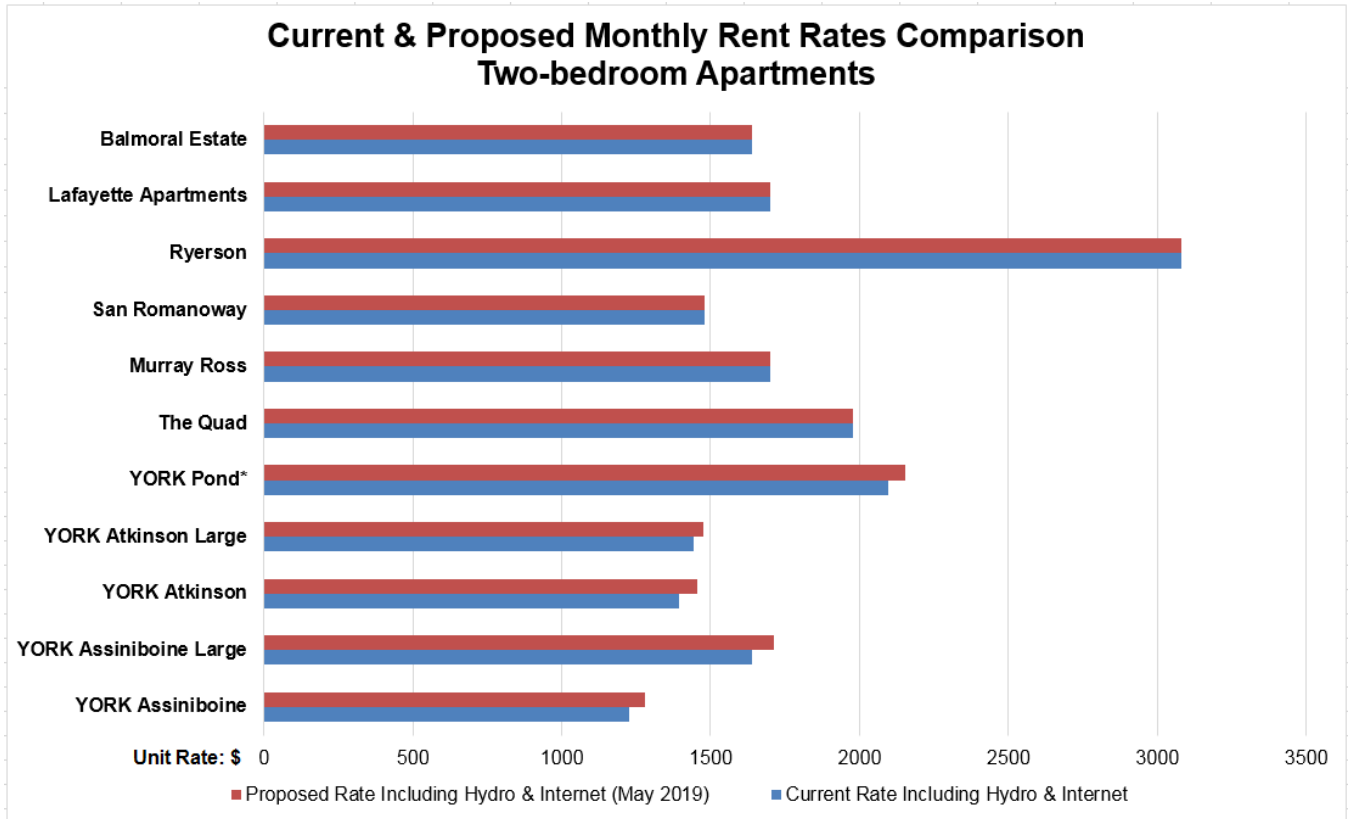
Board of Governors

Table Two



Board of Governors

Table Three



Board of Governors

Memorandum

To: Board of Governors

From: David McFadden, Chair, Governance and Human Resources Committee

Date: 27 November 2018

Subject: Smoking Policy

Recommendation:

That the Board of Governors approve the proposed Smoking Policy found at Appendix A.

Background and Rationale

On 17 October 2018, recreational cannabis became legal in Canada. In preparation for this change, York University participated in a Council of Ontario Universities (COU) working group and established an internal working group to address the implications of cannabis legalization on the University. The working group included key stakeholders from across the University. The group reviewed and considered government legislation, including the September 26 Ontario government announcement to permit cannabis smoking wherever tobacco smoking is permitted, and the direction taken by other Ontario universities (Appendix B).

The University currently adheres to the City of Toronto Smoking Bylaw. This proposed policy brings together the requirements of the *Smoke-Free Ontario Act, 2017* the *Cannabis Act, 2017* (Canada); and *Toronto Smoking By-law 709*, to address smoking on York's premises. Prior to the date of legalization, community members were reminded and notified that York University complies with provincial legislation and regulations regarding smoking and will comply with provincial legislation surrounding the use of recreational cannabis.

At the direction of the President and under the leadership of the Vice-President Finance and Administration and the Vice-Provost Students, the working group will undertake broad community consultations to determine the appetite for moving towards a smoke-free campus.

Smoking Policy

Topic:	Employees, Employment and Workplace University Grounds and Physical Facilities
Approval Authority:	Board of Governors
Responsible Office/Body:	Vice-President Finance and Administration
Approval Date:	
Effective Date:	
Last Revised:	

1. Purpose

This policy sets out requirements regarding smoking on York University's campuses.

2. Scope and Application

This policy applies to all persons on the York University campus including students, faculty, staff, visitors, and volunteers.

3. Policy

For the purposes of this policy, smoking includes cigarettes, e-cigarettes, cigars, hookahs, blunts, pipes and cannabis.

York University values the health, safety and well-being of all community members (students, faculty, staff, contractors and visitors). It is committed to creating a healthy workplace and an organizational culture that promotes prevention, support and well-being. The University recognizes the interdependence between a healthy workplace and employee engagement and further, between employee and student engagement and academic excellence. This policy is intended to promote the health, safety and well-being of all community members through the reduction of second hand smoke exposure.

The university abides by all relevant laws related to smoking on its campuses.

All Ontario Universities and Colleges are bound by the requirements of the *Smoke-Free Ontario Act, 2017*, the *Cannabis Act, 2017* (Canada) and *Toronto Smoking By-law 709*, requiring the following:

- Smoking not be permitted indoors or within nine (9) metres of an entrance/exit or air intake of any building, including student residences;
- Smoking not be permitted indoors or within twenty (20) metres of an entrance/exit or air intake of any child care centre;
- Smoking not be permitted on or around sports fields and surfaces (e.g. areas for basketball, baseball, soccer or beach volleyball, ice rinks, tennis courts, splash pads and swimming pools);
- Smoking not be permitted on bar and restaurant patios;
- The sale of tobacco not be permitted on university and college campuses, including all buildings that are owned or leased by a postsecondary institution or student union;
- Smoking not be permitted in university residences;
- Traditional use of tobacco and other sacred medicines by Aboriginal Persons is exempted from this policy, as outlined in the *Smoke-Free Ontario Act, 2017*.

4. Roles and Responsibility

The Vice-President Finance and Administration shall be responsible for establishing and maintaining any necessary procedures to implement this policy.

5. Review

This policy shall be reviewed every five years.

Legislative history:	
Date of next review:	November 2024
Policies superseded by this policy:	
Related policies, procedures and guidelines:	Healthy Workplace Policy

APPENDIX B

University	Approach to smoking/Cannabis (as at 12 Oct 2018)
Ryerson	Prohibiting smoking and vaping on campus inside buildings and vehicles, within 9 meters of entrances and exits, near air intakes, on docks, and near childcare centers. Policy is undergoing consultation and will likely be approved by year end.
OCAD	Following law
UOIT	Going smoke free
Brock	Updated the smoking policy to indicate that smoking recreational cannabis is prohibited on campus including in vehicles and any DSAs.
Queens	Prohibiting cannabis
McMaster	Smoke-free campus
Algoma	No response received
Waterloo	Prohibiting cannabis
Guelph	Designated smoking areas
U of T	Exploring smoke-free campus
Carleton	Prohibiting cannabis
Western	No response received
Nippissing	No response received
Laurier	Prohibiting cannabis with review period
Lakehead	Prohibiting cannabis
Windsor	Following law
Ottawa	Following law

York University Board of Governors - Minutes

Meeting: Open Session, 2 October 2018 at 1:30 pm
 5th Floor Kaneff Tower, Keele Campus

Present:

Paul Tsaparis, Chair
 Francesca Accinelli
 Laura Formusa
 Max Gotlieb
 Bill Hatanaka
 Debbie Jamieson
 Vijay Kanwar
 Konata Lake
 Loretta Lam
 Ilana Lazar
 Rhonda Lenton
 David McFadden
 David Mutimer
 Anita Ramjattan
 Joel Roberts
 Eugene Roman
 George Tourlakis
 Bobbi White
 Randy Williamson

Maureen Armstrong, Secretary
 Kathryn White, Assistant
 Secretary

Regrets:

Jacques Demers
 Antonio Di
 Domenico
 Julie Lassonde
 Earle Nestmann
 Jane Rowe
 Ajay Virmani

Others:

Arijit Banik
 Michael Charles
 Mary Condon
 Aldo DiMarcantonio
 Robert Everett
 Richard Francki
 Lucy Fromowitz
 Vinitha Gengatharan
 Lisa Gleve
 Rob Haché
 Alice Hovorka
 Ran Lewin
 Lyndon Martin
 Ijade Maxwell Rodrigues
 Carol McAulay
 JJ McMurtry
 Jeff O'Hagan
 Barbara Joy
 Alex Matos
 Neville McGuire
 Pam Persaud
 Lisa Philipps
 Helen Polatajko – new governor
 Bud Purves
 Ken Silver – new governor
 Cheryl Underhill
 Anna Voskuil, Excalibur
 Susan Webb

Elaine MacRae, Board
 Coordinator

I. Open Session

1. Chair's Items

Governors and community members were welcomed to the first Board meeting of the new academic year and the 456th meeting of the Board of Governors of York University.

York University Board of Governors - Minutes

This being his first meeting as Chair, the Chair highlighted that he is honoured to serve the University in this capacity alongside the great community leaders who comprise the Board of Governors. The Chair expressed condolences on the recent passing of former Chair of the Board of Governors, Paul Cantor, whose “oversight and insight” approach to governance serves as a useful framework for all Governors.

Having attended his first Senate meeting the previous week, the Chair noted some of the highlights of that meeting, including the complement renewal strategy which Governors would be briefed on later in the meeting.

a. Report on Items Decided in the Closed Session

The Chair reported that the following items were decided in the Closed session:

- the appointment of Rick Waugh as an Honorary Governor effective 3 October 2018
- the appointment of Helen Polatajko to the Board of Governors for a four-year term from 2 October 2018 to 31 December 2022
- the appointment of Kenneth Silver to the Board of Governors for a four-year term from 2 October 2018 to 31 December 2022

b. Consent Agenda Approval

The Board approved by consent:

- the minutes of the meeting of 27 June 2018
- the re-appointment of Sylvia Peacock (CUPE 3903 nominee) to the Pension Fund Board of Trustees for a second three-year term commencing 1 October 2018
- a revision to the York University Pension Plan and Fund Terms of Reference and Pension Reporting Policy to change the name of the Sub-Committee on Investment Performance to the Pension Fund Investment Committee

2. Executive Committee

a. Action Taken on Behalf of the Board

Referring to the written report circulated with the agenda, the decisions taken by the Executive Committee on time-sensitive matters were noted.

3. President's Items

York University Board of Governors - Minutes

a. Presentation: Key Objectives for 2018-2019

President Lenton briefed Governors on key objectives for 2018-2019, beginning by reiterating York's vision: to provide a broad sociodemographic of students access to a high quality, research intensive University committed to the public good by linking together the four pillars of access, connectedness, excellence and impact. This vision is moved forward through the University's White Paper and five-year University Academic Plan (UAP). Recognizing that the University is in year four of its five-year UAP, it is essential to use the next two years to move the vision forward.

Drawing from the seven priorities in the UAP, President Lenton identified three core deliverables for the University in 2018-2019 to advance UAP goals: preparing students for success in a changing world, elevating global engagement and community partnerships, and growing research and innovation for societal impact. Within the three core deliverables, President Lenton determined five personal priorities for the year: developing a comprehensive strategic plan, raising York's profile, building a new senior leadership team, advancing Markham Centre Campus, and enhancing sustainability.

President Lenton outlined the next steps for achieving the key objectives: the alignment of each division's Integrated Resource Plan (IRP) with the deliverables, a SWOT analysis, preparations for the development of the strategic plan based on consultative processes and discussion at the spring Board Retreat, the development of metrics against which to assess deliverables, and leadership development including the search for the newly-created position of Vice-President Equity, People and Culture.

The presentation is filed with these minutes.

b. Presentation: Vice-President Research and Innovation Rob Haché

Vice-President Haché provided a thorough and engaging presentation, filed with these minutes, on the Strategic Research Plan, touching on the following themes:

- Notable successes of the 2013-2018 Strategic Research Plan, such as the establishment of six new Research Institutes and Centres and substantial growth in Innovation York, which facilitates and maximizes the commercial, economic, and social impacts of research
- Outcomes of the 2013-2018 Strategic Research Plan, including fundamental discoveries, as well as those with community, technology, economic and policy impacts
- the focus of the 2018-2023 Strategic Plan, Towards New Heights, which has an increased emphasis on interdisciplinarity, partnered research, and links to the

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UAP and the University's Strategic Mandate Agreement with the Ontario government

- the six broad interconnected areas of research strength in the plan: advancing fundamental inquiry & critical knowledge; analyzing cultures and mobilizing creativity; building healthy lives, communities & environments; exploring and interrogating the frontiers of science & technology; forging a just & equitable world; and integrity, entrepreneurial innovation and the public good
- the five areas of opportunity identified in the Plan, three that are continuing from the 2013-2018 plan and two that are new: digital cultures; healthy individuals, healthy communities and global health; public engagement for a just and sustainable world; integration of artificial intelligence; and indigenous futurities

c. Year End Report

The report as distributed was noted.

d. Kudos Report

The report as distributed was noted.

4. Academic Resources

On behalf of the Committee, Ms White provided a summary of key items of business discussed including updates from the Provost on Markham Centre Campus planning, internationalization, the enrolment outlook and complement planning for 2018-2019, and the implementation of remediation plans. Regarding the enrolment outlook, the number of undergraduate applicants and offers increased over 2017-2018 but the number of actual enrolments decreased, with the impact varying across faculties. On the complement front, 160 appointments have been authorized for 2018-2019, 93 in the professorial stream and 67 in the alternate stream. As a Board representative to Senate, Ms White was present for the Provost's update to Senate on the enrolment outlook and complement planning and reported that both were well-received.

The Committee also received updates from the Vice-President Research and Innovation on the creation of a Research Commons and a Talent Hub, and on York's Canada Research Chair allocation which increased from 35 to 39 Chairs.

a. President's Report on Appointments, Tenure and Promotion

Documentation was noted. It was duly *agreed that the Board of Governors approve the President's October 2018 report on appointments, tenure and promotion.*

5. Finance and Audit Committee

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On behalf of the Committee, Mr Hatanaka reported that the primary item of business was a budget planning update from the Provost and Vice-President Finance and Administration; the Committee will receive a comprehensive report at its next meeting after the final enrolment count is completed in early November. The Committee also received updates on the enterprise architecture initiative and Markham Centre Campus, and reports on the Internal Audit Status and the York University Pension Plan and Fund.

a. Capital Project: Hilliard Residence Renovations and Mechanical Upgrades

Referring to the supporting documentation, Mr Hatanaka advised that this is part of the 10-year, \$70M housing strategy approved by the Board in 2012. This project includes the addition of an elevator in Hilliard, making it the first accessible residence at Glendon. It was duly *agreed that the Board of Governors approve a \$7M capital project for renovations and mechanical upgrades of the Hilliard Residence, to be funded as part of the multi-year Housing Renewal Strategy.*

b. Computer Purchase Contract

The proposed computer purchase contract was negotiated by the Ontario Education Collaborative Marketplace and is open for participation by any Broader Public Sector entity. The proposed contract has more advantageous terms than York's current arrangement with Dell and is non-exclusive. It was duly *agreed that the Board of Governors approve to enter into a contract with Dell Canada Inc. covering the period of 1 October 2018 to 30 September 2025, for the supply of desktop computers, laptops and monitors. The projected value of the contract, including York's options, is \$12M exclusive of HST.*

c. Appointment of the External Auditor

The University conducted a Request for Proposal process for audit services for the university, the pension fund and the York University Development Corporation. One bid was received from the current auditing firm Ernst and Young, which underwent a full evaluation from an evaluation committee. It was duly *agreed that the Board of Governors approve the appointment of Ernst and Young, Chartered Professional Accountants, as external auditors for the year ending 30 April 2019 under the terms and fees to be negotiated consistent with prior years.*

6. Governance and Human Resources Committee

On behalf of the Committee, Mr McFadden reported on the Committee's discussions related to planning to fill the four vacancies on the Board, the 2017-2018 Board of Governor survey, the new provincial Framework for Broader Public Sector Executive Compensation, and labour relations. Due to the low response rate for the 2017-2018 Board of Governor survey, it is difficult to draw conclusions from the results, although there appears to be a desire to better understand the evaluation process for the

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President and Vice-Presidents and for opportunities for more fulsome and productive discussion at Board meetings. The Committee recommends that the 2018-2019 survey be administered at the end of the final meeting of the year to encourage participation.

7. Investment Committee

In the absence of Committee Chair Mr Demers, Mr Williamson reported on the performance of the endowment fund. In view of the relative underperformance of the fund, a Working Group is undertaking revisions to the investment strategy, with a formal recommendation to be presented to the Investment Committee and Board later this year.

a. Revisions to the Responsible Investing Statement – SIPP

Mr Williamson noted the documentation which details the efforts since 2006 to incorporate principles of sustainable investment into the University's investment strategy. This has entailed a number revisions to the Statement of Investment Policies and Procedures (SIPP) over the years and, in 2013, the establishment of the York University Advisory Committee on Responsible Investment (YUACRI) to consider recommendations to the University on sustainable investment. To deepen the University's commitment to advancing environmental, social and governance (ESG) issues in its relationships with investment managers, it is proposed that York's SIPP be amended to include a statement of belief with respect to sustainable investments.

Governors engaged in discussion about the merits of the proposed approach versus divestment and about the work undertaken by YUACRI, which was suspended before that Committee had an opportunity to formulate a formal recommendation to the administration. Some expressed the view that a complete ban on investing in certain companies involved with weapons was preferred over the proposed statement of belief. In response, Mr Williamson highlighted that York's approach to sustainable investing has evolved over the years and will continue to do so. The updated statement of belief will ensure that investment managers are assessing investments with an ESG lens. Regarding YUACRI, President Lenton indicated that it will be formally disbanded and a new process will be established for feedback from the community on sustainable investment.

It was duly *agreed* that the **Board of Governors approve following revisions to the Statement of Investment Policies and Procedure:**

- **the addition of a comprehensive Statement of Beliefs for Sustainable Investing (Sections 3.10 – 3.21) to replace the existing Responsible Investing Statement (Sections 3.10 – 3.11)**
- **an update to Section 2.3 to reflect approved changes to the mandates of the Investment and the Finance & Audit Committees.**

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b. Revisions to Asset Mix Policy – SIPP

The documentation was noted. Following questions from Governors, it was duly *agreed* that the **Board of Governors approve revisions to the revised Target Asset Mix Policy (Section 4.3) in the Statement of Investment Policies and Procedures.**

c. Endowment Distribution Accrual Rate 2018-19

The documentation was noted. It was duly *agreed* that the **Board of Governors approve the 2018-19 distribution accrual rate of \$4.08 per unit, representing an increase of \$0.06 per unit over the 2017-18 distribution accrual rate of \$4.02 per unit.**

8. Land and Property

On behalf of the Committee, Mr Williamson reported on the key items of business discussed by the Committee including updates on:

- Markham Centre Campus, including the Request for Proposal process for the construction of the Campus and operations preparedness planning
- capital construction, which covered projects under the Strategic Investment Fund program including the Central Utilities Building, the Rob and Cheryl McEwen Graduate Study & Research Building, and the Farquharson upgrade, as well as the Lions Stadium conversion which is currently on hold while a new opportunity for community soccer use is being explored
- Greenhouse Gas Reduction projects on campus, with funding flowing for some projects and some uncertainty about the status of others due to the discontinuation of the provincial Cap and Trade program

9. Other Business

There was none.

10. *In Camera* session

An *in camera* session was held; no decisions were taken.

Paul Tsaparis, Chair _____

Maureen Armstrong, Secretary _____

**Joint Sub-Committee on Quality Assurance
Report to the Full Committees
Academic Policy, Planning and Research Committee
Academic Standards, Curriculum and Pedagogy**

The Sub-Committee submits this follow-up report to its report to the Board in June 2018.

1. Cyclical Program Reviews: Completed Final Assessment Reports

As reported at the 26 June 2018 Board meeting, the APPRC-ASCP Joint Sub-Committee on Quality Assurance received draft Final Assessment Reports (FARs) for eleven Cyclical Program Reviews (CPRs) in the Department of Social Science, LA&PS. The FARs were amended to reflect Sub-committee members' feedback and discussion at its meeting of 30 May 2018. Having been reviewed and discussed by ASCP and APPRC and transmitted to Senate, they are now transmitted to the Academic Resources Committee and the Board of Governors for information as required by the York University Procedures on Quality Assurance. They are attached as Appendix A.

The Sub-Committee just recently met with members of the graduate program in Social & Political Thought, housed in LA&PS, to discuss issues associated with its CPR. A departmental-level review also is being undertaken by a Working Group led by the Vice-Provost Academic.

York University

Final Assessment Report

AFRICAN STUDIES UNDERGRADUATE PROGRAM

Faculty of Liberal Arts and Professional Studies

African Studies Undergraduate Program, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

Honours Double Major Interdisciplinary BA, African Studies
Honours Minor BA, African Studies

Reviewers appointed by the Vice-Provost Academic:

Dr. Jane Parpart, Professor Emeritus, International Development, Gender and African History, Carleton University
Dr. John Cameron, Associate Professor, International Development Studies, Dalhousie University
Dr. Anne Rubenstein, Associate, History, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: August 19, 2016
Date of the Site Visit: October 24-25, 2016
Review Report received: January 9, 2017
Program Response received: June 15, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 24-25, 2016

The reviewers met with Alice Pitt, Vice-Provost Academic and Barbara Crow, Associate VP Graduate Studies and Dean, Faculty of Graduate Studies, as well as J.J. McMurtry, Associate Dean Programs in the Faculty of Liberal Arts and Professional Studies, the Chair of the Social Science Department, Amanda Glasbeek, and Peggy Keall, Undergraduate Program Coordinator. The reviewers also met with Uwa Idemudia, the African Studies Coordinator, the African Studies Executive group, a group of full time and contract faculty members and with students majoring in African Studies.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for African Studies as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The African Studies program is one of the older area studies programs at York, dating back to the mid-1970s; and is one of only three such programs in Canada (the others are in University of Toronto and Carleton University). Since its inception in 1974, the African Studies Program has been an interdisciplinary program providing students with the opportunity to combine their interest in Africa with a proficiency in a given discipline.

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

Recommendation 1

De-linking the minor-major course structure and development of a stand-alone major in African Studies to increase student numbers and flexibility in the program.

Program Response

Since the reviewers' report was received, there have been series of informal and formal talks with the Chair (Amanda Glasbeek) and Undergraduate Program Director (Peggy Keall) in the Department of Social Sciences, where the African Studies is housed as a program, on the process of delinking the program and making it a stand-alone major/minor program within the department. Both Amanda and Peggy are supportive of the recommendation and also see it as a way of boosting the program's growth. Since this will be a major change to the degree program, we hope to have the change implemented by fall, 2018 and have the change effective from 2019/20 academic year onward. We strongly believe this change will boost the program growth and the student enrollment in terms of (a) the numbers of majors and minors; (b) internal transfers, and (c) 101 and 105 applications.

Dean's Response

The idea of a stand-alone major/minor program in African Studies would, of course, require a major change to the program. Such a major change would, in part, require the program to substantiate the claim of a "boost" in program growth and student enrollment anticipated which would result. On what basis is there a belief that a major would boost the number of applicants or students in the program? The numbers of majors and minors since 2008 do not seem to support this, having fallen from highs of 17 and 8 respectively to 13 and 3. Further AFRS degrees awarded have stayed relatively stable at 3 a year over this 8-year period. The program and the Department of Social Science would have to articulate more than a belief that AFRS would grow as a result of this change and, more importantly, what curricular innovations would be required for such a change.

Recommendation 2

An increase in dedicated faculty for the program.

Program Response

In the last five years, there have been a number of new, young and energetic Africanists hired in units such as Communication Studies, Sociology, and Health and Society. These scholars have all expressed strong interest in teaching courses in African Studies and also ensuring that York's African Studies program becomes an

internationally renowned program. Thus, in some instances, the expressed interest in not just being “affiliate faculty”, but in being cross-appointed faculty with at least 0.5 teaching load in the program or to a degree of 60-40 working load split if need be.

Being that a new dedicated tenure-track stream hire for the program is not certain, approval of the cross-appointment of the dedicated Africanist faculty who desire to be part of the program is a realistic way of increasing numbers of dedicated faculty to the program. To this end, we hereby appeal that individual requests for cross-appointment to the program should not be denied at the decanal or provostial level. Without an iota of doubt, such cross-appointments will both provide stronger curricular support and pedagogical foundations for the program. More so, it will enhance the program’s profile and growth.

Dean’s Response

It is not clear that cross appointments, as opposed to curriculum development, would be the answer for the program. Why would a cross-appointment to a program with so few students bring enrolments in the program as opposed to better articulation of curriculum and the program?

Recommendation 3

A commitment to the program for five years minimum.

Program Response

Firm commitment in terms of (a) the appointment of program coordinator, and (b) more administrative support for the program that will go a long way in ensuring program stability and curricular development. The yearly uncertainty about the appointment or renewal of program coordinator creates disruption to the administration of the program and student advising; it also undermines the strategic plans and recruitment effort for the program. In line with university-wide practice, it will serve the program well to have the program coordinator appointed for 3 years at a go, instead of a yearly appointment. This will support stability to the coordination and administration of the program within the department of Social Science. In addition, we will like to see a firm administrative resource commitment to the recruitment exercise for the African Studies program, which is one of the few programs that truly connect York to the “real world” beyond the North American geographical space. We are open to meeting and working with the Dean’s office and Provost on ideas of growing the African Studies program as part of the on-going initiatives to sustain liberal arts education and traditions at York University.

Dean’s Response

No program has a blanket commitment for 5 years, although in practice programs with robust enrollments do not feel the need for such a commitment. In the case of AFRS, a longstanding trend of declining enrolments and 12 majors as of 2015 is not a context in which such a blanket commitment could be made. Rather the program and the Department of Social Science should outline a plan, with clear targets, to justify administrative and faculty resources.

Recommendation 4

A rubric for the program as well as stronger support for Student Advising Review of the AFRS program.

Program Response

We wholeheartedly endorse this recommendation. The “AFRI” rubric will add more visibility to the program courses and program itself. More importantly, it will provide the program with a unique identity, and also make it easier for students to select “AFRI” courses. This recommendation will be explored with the chair of Social Science to see how it can be implemented simultaneously with the recommendation #1.

Dean’s Response

We are not opposed to an AFRI rubric and look forward to the submission to the curriculum committee of such a proposal.

Recommendation 5

A new first year course as well as one on Africa in the Global South. Revive the Ghanaian experiential learning course.

Program Response

We see this recommendation in conjunction with recommendation #1 as a key aspect in our efforts to improve student recruitment and the visibility of the program at York. We have already started to explore the possibility of a new first year course. This first year course will focus on studying Africa through films, which is also part of our plan to build in experiential education throughout our curriculum. We hope to have the course ready for the 2019/20 academic session. We are also interested in reviving the Ghana experiential learning course. However, we will need more resources to be able to run the course and financial support for our students.

Dean’s Response

Again the Dean’s Office is, as mentioned above, in support of curricular innovation and renewal. Justifications for resources would need to be made and with more of a rationale than “build it and they will come”. Some examples from other robust programs at other universities and enrolment numbers and targets would be helpful both for the first year course and the Ghana experiential education course. However, the Faculty has substantially revised the framework for courses taught abroad and the program should work within this new framework.

Recommendation 6

Clarification on the impact of the Markham campus and closer ties with the Tubman Institute.

Program Response

A series of meetings have been held with the Director and Executive Council of the Tubman Institute to forge closer ties between the institute and African Studies program. So far, there is a mutual agreement to ensure that executive council of the Tubman Institute will also serve be part of the executive and advisory councils of African Studies program. I would say here that in so doing, we also ensure that another competent of our outreach will be fostered through such initiatives such as summer student programs conducted in conjunction with Tubman. However, such coordination must in line with both coordination and administrative support at the departmental and decanal levels.

Dean's Response

There is no proposal to have any program like AFRS on the Markham campus so it is unclear what clarification the reviewers, the AFRS program or the Department of Social Science would like. Closer ties with the Tubman Institute seem entirely in the purview of the AFRS and Tubman Institute – and this seems to be happening. If there are requests for support they should be made by the AFRS and Tubman Institute after clarification of their plans.

Recommendation 7

Creation of a certificate in African Studies.

Program Response

While this is a welcome idea, the focus at the moment is to delink the undergraduate program and provide a structural stability for the program in terms of administration and management. Once this is done, we will add the certificate option as well.

Dean's Response

The Dean's Office agrees that the focus should be on curriculum and a re-envisioned major/minor.

Recommendation 8

Greater space for African Studies faculty and students.

Program Response

While we are presently reasonably satisfied with the available space for faculty and students, it is also our hope that initiatives at Founders, with which our students are associated, will expand the available spaces of our students.

Dean's Response

There seems to be no immediate need to alter the space allocations for the program.

Recommendation 9

Better data on students and alumni. Support for students regarding employment and on-going study.

Program Response

No response from the program.

Dean's Response

There seems to be enough available data to make decisions for the program. If there is a need for the program to have more data, requests will be acted upon as necessary.

IMPLEMENTATION PLAN

Recommendation 1: De-linking the minor-major course structure and development of a stand-alone major in African Studies to increase student numbers and flexibility in the program.

Program to develop a clear vision for the program and articulate a plan to recruit and retain an appropriate number of Major and double Major students to justify a stand-alone Honours Major and Major.

Proposal to be submitted to the LAPS Curriculum committee by June 1, 2018 (or a date agreed upon by the Curriculum Committee and the program) and brought to Senate no later than February 2019 meeting.

Recommendation 2: An increase in dedicated faculty for the program.

Faculty members from other Departments should be invited to contribute to the development of the program's vision as described above. Given the small number of students who select to major in African Studies, additional dedicated faculty members are not warranted. Program proposal for vision and curriculum to be submitted to LAPS Curriculum Committee by June 1, 2018, or a date agreed upon by the Curriculum Committee and the program.

Recommendation 3: A commitment to the program for five years minimum.

Program to work with Department of Social Science to develop a 3-year plan with clear targets for enrolments and curriculum clarity for review by the Dean's Office with articulated options should enrolment targets not be met.

Curriculum plan due June 1, 2018 (as above) with enrolment plan due in November 2019.

Recommendation 4: A rubric for the program as well as stronger support for student advising.

Program to request rubric change to be submitted by June 1, 2018 to LAPS Curriculum Committee.

Recommendation 5: A new first year course as well as one on Africa in the Global South. Revive the Ghanaian experiential learning course.

No action: this recommendation will be part of the broader planning undertaken under recommendation 1.

Recommendation 6: Clarification on the impact of the Markham campus and closer ties with the Tubman Institute.

No action with respect to Markham Centre Campus.

No action with respect to Tubman Institute as this is entirely within the purview of the Institute and the program.

Recommendation 7: Creation of a certificate in African Studies.

No action required: program and dean responses are adequate

Recommendation 8: Greater space for African Studies faculty and students.

No action required: program and dean responses are adequate

Recommendation 9: Better data on students and alumni. Support for students regarding employment and on-going study.

African Studies will benefit from broader efforts to generate information about alumni.

Vice Provost Academic, on behalf of all Faculties to resume discussion with Alumni Affairs in order to advance collaborative efforts to track graduating students and seek their input on their York experience.

York University
Final Assessment Report

BUSINESS AND SOCIETY

Faculty of Liberal Arts and Professional Studies

Business and Society Undergraduate Program, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

BA (Honours): Business and Society
BA, Business and Society

Reviewers appointed by the Vice-Provost Academic:

Dr. Fletcher Baragar, Associate Professor, Economics, University of Manitoba
Dr. Irene Henriques, Professor of Sustainability and Economics, Schulich School of Business, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: August 19, 2016
Date of the Site Visit: October 21, 2016
Review Report received: February 3, 2017
Program Response received: June 16, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 21, 2016

On the day of the site visit the reviewers met with Alice Pitt, Vice-Provost Academic, with J.J. McMurtry, Associate Dean of Programs of the Faculty of Liberal Arts & Professional Studies (LA&PS), and, in a joint meeting, with the Chair of the Department of Social Science, Amanda Glasbeek and the BUSO Program Co-ordinator, Darryl Reed. Dr. Reed was also present at the reviewers' meeting with the BUSO faculty. At lunch, the reviewers had the opportunity to meet with four BUSO students. Finally, the reviewers met with Adam Taves, Acting Associate University Librarian: Collections and Research, and with Maura Matesic, Reference Librarian, Social Studies & Communication Studies Librarian. The reviewers visited Scott Library for their visit with the librarians, however they noted in their report that there was little opportunity to see faculty offices, classrooms, workspace for support staff, and lounge and meeting areas for both faculty and students.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Business and Society as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The BA program in Business and Society (BUSO) program was established in 1999 as a multidisciplinary program. Overtime the program has changed from a multidisciplinary to an interdisciplinary program and streams have been developed on a thematic rather than disciplinary basis. The current stream options offered are:

- Business Ethics and Corporate Social Responsibility
- The Environment
- The Firm and Organization
- The Global Economy

- Law and Governance
- The Social Economy

The reviewers noted that in addition to the statements regarding program objectives for students that are posted on the website and expanded upon in the self-study document, the program also includes statements concerning general objectives for researchers and teachers in the program. The program goals and commitments are consistently aligned with the university, Faculty and departmental missions and plans.

The reviewers noted that this is a unique interdisciplinary program and stated, “As a result, it defines, rather than reflects, the current state of this field.” They noted that the structure of the programs is “sound and efficacious”.

The Reviewer’s Report commented on the strength of the BUSO faculty members, “The faculty is very active on the research front. Publications are numerous, with both national and international reach and with a visible presence in the top ranked journals in the appropriate fields.”

Reviewer Recommendations and Program and Dean’s Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean’s analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

Recommendation 1

Leave the teaching of the core economics courses to the Department of Economics.

Program Response

The economics department will continue to offer these courses for us, at least until the program has more resources to develop its own courses.

Dean’s Response

This seems fine.

Recommendation 2

Eliminate the Environment stream and thereby reduce the number of streams from six to five. Serious consideration should be given to the possibility of paring this number further, leaving four streams in the program.

Program Response

This discussion is on-going.

Dean’s Response

There needs to be more detail on how this discussion is progressing and what the program is thinking. How many students would be impacted? What other programs

would be impacted if this or other actions were taken?

Recommendation 3

Prioritize the provision of additional in-house courses for the remaining streams, ensuring that each stream has its own introductory course, and its own fourth year culminating course, offered by BUSO faculty.

Program Response

Discussions along these lines are on-going

Dean's Response

Details are required on this front. As BUSO has secured four new hires in 2017/18 the expectation would be that this would have significant impact on the program's course offerings. What is the program's plan in terms of curriculum? As the program has decided to remove its general education offering in the first year, 1340, and make it a core first year BUSO course what impacts might that have, if any, on curricular structure?

Recommendation 4

Scrupulously adhere to admission standards, in particular the achievement of an academic average in the mid-70s for high school graduates.

Program Response

This is not directly in our control, but we will strongly advocate with the LA&PS Dean's Office and the Office of the Registrar to uphold (and raise) admission standards.

Dean's Response

The Dean's Office is in support of increasing admission standards for BUSO with the caveat that the implications of the 2018 strike on applications and enrollments may be significant and require a more cautious approach to increasing the average.

Recommendation 5

Review and reform the advising process for students at the recruitment and admission stage, to ensure that students do not end up in the BUSO program by default.

Program Response

Such efforts are on-going.

Dean's Response

There have been considerable efforts to avoid "dumping" students into BUSO and to avoid "shadowing" of other programs through the BUSO program. Such efforts will continue.

Recommendation 6

Pursue discussions and consultations at the department and faculty level to ensure that adequate space (perhaps through registration priority) is given to BUSO students for core and required stream courses that are offered by other units.

Program Response

Such efforts are on-going.

Dean's Response

We are unaware of any issue with students not being able to enroll in core or required courses in BUSO. Courses should have Course Access Specifications, provided by the program to ensure that BUSO students have priority in these courses.

Recommendation 7

Improve tutorial and numeracy support for BUSO students in core economics and statistics courses, either through consultation with those departments, or by pushing the Faculty to develop a Numeracy Centre to assist students.

Program Response

Such efforts are on-going. The program is considering introducing its own statistics course. The faculty is in the process of developing some form of numeracy program/center. The program will continue to support/encourage this.

Dean's Response

The major numeracy issue for BUSO students is in the core economics courses and the statistics component of the program. The Dean's Office has been working on improving supports for students in these classes including math drop in tutorials and increasing support for students. We recognize this as a faculty level issue and are continuing to develop new supports.

Recommendation 8

Improve the quality of tutorial and TA services for BUSO students, possibly through additional training and workshops for BUSO TAs.

Program Response

This is a complex problem as it entails contract issues, and the BUSO program does not have resources to do this. Further efforts will be made in collaboration with the Department and the Faculty.

Dean's Response

There are a number of voluntary supports for TA's and faculty members to improve their teaching such as the Teaching Commons. A collective agreement governs

matters related of part-time instructors and we are well aware of the issues and are eager to work with the union and programs and departments to improve.

Recommendation 9

Improve student awareness of and knowledge about the various certificate programs that complement the individual BUSO streams. Ensure that these features are easy to discover by interested browsers visiting the program's web site.

Program Response

Such efforts are on-going, including discussions with units that offer these certificates. The program is attempting to more effectively disseminate information about certificates through its webpage, advising session and regular announcements in core courses.

Dean's Response

The Faculty of Liberal Arts and Professional Studies has over the past year been engaged in a thorough revamping and updating of websites. Hopefully this will have addressed some of these issues. The program also can communicate proactively with its students (in first year lectures or through e-mail communication) about these opportunities.

Recommendation 10

A system needs to be instituted to assure better tracking of BUSO grads and especially for graduates from the Honours Program.

Program Response

The program sends out regular invitations to our alumni base to submit profiles. A networking event with alumni has been proposed for the Spring. Some discussion has occurred about doing exit polls of graduating students. This would be better facilitated by a faculty- wide initiative.

Dean's Response

We agree that there needs to be a better system for tracking and communicating with alumni. However the central alumni office is cautious about sharing the information about alumni.

Recommendation 11

Develop and implement a MA degree program.

Program Response

This remains under consideration.

Dean's Response

The BUSO program has now for years been discussing a MA program. It may be that now with the addition of 4 faculty members in the 17/18 cycle work can begin on articulating what this program might look like. We look forward to hearing more detail

Recommendation 12

Proceed with a proposal for establishment of an independent Department of Business and Society. Ensure that sufficient administrative support is available.

Program Response

This remains under consideration

Dean's Response

Like many of these recommendations the program is ambiguous about its intentions. However, as with the MA program, it would seem to be an important time to make a decision one way or the other for the near future.

IMPLEMENTATION PLAN

The Implementation Plan identifies actions that are to be undertaken in order to address the recommendations. In some instances, the plan does not specify actions, responsible parties or timelines

Recommendation 1: Leave the teaching of the core economics courses to the Department of Economics.

No action required: the program and dean responses are adequate

Recommendation 2: Eliminate the Environment stream and thereby reduce the number of streams from six to five. Serious consideration should be given to the possibility of paring this number further, leaving four streams in the program.

Program to provide a report that outlines a plan with respect to streams that includes a 3-year history of major enrolments in each stream, recommended course of action, and analysis of the implications for core courses taught by BUSO or provided by other programs. Due before the end of Fall 2018.

Recommendation 3: Prioritize the provision of additional in-house courses for the remaining streams, ensuring that each stream has its own introductory course, and its own fourth year culminating course, offered by BUSO faculty.

This recommendation is linked to #2 above but is more global in reach and draws attention to the need to focus curriculum development on strengths of program members.

Program to plan a retreat to take place in by mid-November 2018 with a report due in

January 2019. Both the retreat and recommendations emerging from it to be developed in consultation with Associate Dean Programs.

Recommendation 4: Scrupulously adhere to admission standards, in particular the achievement of an academic average in the mid-70s for high school graduates.

The Associate Dean Programs to work with the program to develop a 3-year plan to increase the admissions average for the program and align recruitment efforts to meet goals. Associate Dean Programs and BUSO to meet by mid-November 2018.

Recommendation 5: Review and reform the advising process for students at the recruitment and admission stage, to ensure that students do not end up in the BUSO program by default.

No action required:

Recommendation 6: Pursue discussions and consultations at the department and faculty level to ensure that adequate space (perhaps through registration priority) is given to BUSO students for core and required stream courses that are offered by other units.

No action required: the program and dean responses are adequate

Recommendation 7: Improve tutorial and numeracy support for BUSO students in core economics and statistics courses, either through consultation with those departments, or by pushing the Faculty to develop a Numeracy Centre to assist students.

No action required: the program and dean responses are adequate

Recommendation 8: Improve the quality of tutorial and TA services for BUSO students, possibly through additional training and workshops for BUSO TAs.

Associate Deans Programs and Faculty Relations, in consultation with York University Faculty Relations, to discuss and implement approaches to supporting TA development within BUSO and Social Science.

Fall/Winter 2018-2019

Recommendation 9: Improve student awareness of and knowledge about the various certificate programs that complement the individual BUSO streams. Ensure that these features are easy to discover by interested browsers visiting the program's web site.

No action required: the program and dean responses are adequate

Recommendation 10: A system needs to be instituted to assure better tracking of BUSO grads and especially for graduates from the Honours Program.

Vice Provost Academic, on behalf of all Faculties to resume discussion with Alumni Affairs in order to advance collaborative efforts to track graduating students and seek their input on their York experience\Fall/Winter 2018-2019:

Recommendation 11: Develop and implement a MA degree program.

No action required: there are university and faculty processes in place should the program seek to develop a master's program. The Dean's Office, the Office of the Vice Provost Academic and the Office of the Dean of Graduate Studies are available to provide advice on feasibility and proposal development.

Recommendation 12: Proceed with a proposal for establishment of an independent Department of Business and Society. Ensure that sufficient administrative support is available.

No action required: there are Faculty and University processes in place should the program seek to create a separate department. The Dean's Office, the Office of the Provost and Vice President Academic and the Academic Planning, Policy and Research Committee of Senate are available to provide advice, develop expectations for pursuing the possibility and determining what administrative support can be provided.

YORK UNIVERSITY
Final Assessment Report

CRIMINOLOGY

Faculty of Liberal Arts and Professional Studies

Criminology, Department of Social Science
Cyclical Program Review – 2008 to 2015



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

Program(s) Reviewed

Honours BA Program (Single Major), Criminology
Honours Double Major BA Program, Criminology
Honours Double Major Interdisciplinary BA, Criminology
Honours (Major)/Minor BA Program, Criminology

Reviewers appointed by the Vice-Provost Academic:

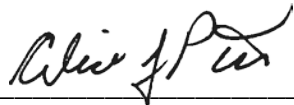
Dr. Gillian Balfour, Associate Professor, Sociology, Trent University
Dr. Bryan Hogeveen, Associate Professor, Sociology, University of Alberta
Dr. Aaron Lorenz, Dean, School of Social Science and Human Service, Ramapo College of New Jersey
Dr. Sonia Lawrence, Associate Dean, Research, Director Graduate Law Program, Director Institute for Feminist Legal Studies, Osgoode Hall Law School, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: August 19, 2016
Date of the Site Visit: October 18-19, 2016
Review Report received: December 16, 2016
Program Response received: March 16, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 18-19, 2016

The reviewers first meeting was with Barbara Crow, Dean of Graduate Studies and was followed by an opportunity to meet with the following individuals: Associate Dean Programs, LA&PS, J.J. McMurtry; Chair of Department of Social Science, Amanda Glasbeek; SLST Graduate Program Director, Soren Frederiksen; Undergraduate Program Director, Peggy Keall; Criminology Program Coordinator, Anita Lam; Law and Society Program Coordinator, Allyson Lunny. The reviewers met with fourth year undergraduate students as a group and then had a lunch with undergraduate students from two majors, Criminology, and Law and Society. Meetings were held with the University Librarians and with a group of faculty members.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Criminology as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The reviewers noted in their report that, "The Criminology faculty and staff are clearly committed to building and delivering an interdisciplinary curriculum, and have resisted the move towards criminology as a discipline unto itself. Instead, criminology at York is uniquely positioned as a program that challenges the orthodoxies of the discipline. The program is recognized for the unique and intellectually rich approach to the study of crime and crime control, featuring such areas as corporate, white collar crime, transnational crime, gender and surveillance crime, borders and immigration, and media culture and crime." They noted, "The curriculum overall is of exceptional quality, as made evident in the course syllabi.....there is creativity and innovation with regards to analytical approaches."

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

RECOMMENDATIONS SUMMARY:

The recommendations are organized into short term (immediate) goals and longer term goals:

2017-2018

We support the faculty's commitment to address key challenges to their program:

Recommendation 1 a)

Staffing of a tenure track in Research Methods (CRIM 2653), although we suggest with a Youth Justice focus given the high enrolments in this course;

Program Response

Reviewers also note that the second-year required Methods course is of concern, although they cannot discern the source of students' dissatisfaction with the course. Currently, the Criminology Program is in the midst of hiring a tenure-track Assistant Professor who specializes in research methods. We expect that this new hire will teach the Research Methods course in an innovative and consistent manner that engages with the intricacies of doing criminological research.

Dean's Response

The aforementioned hire has been made (one of two hires over the past two cycles) and the expectation is that this research methods course will be taught by this faculty member.

Recommendation 1b)

.....and development of a formal TA training module with appropriate professional development resources provided by the University.

Program Response

Reviewers assume that the 'mixed quality of TAs is a problem of inadequate training/professional development' (p.4), and recommend the development of a formal training module in 2017-2018 (pp. 5-6). We agree with the reviewers' recommendation, and are keen to properly train our TAs in a consistent way across the Program. In fact, we were so keen that we began the process of putting together a formal TA training module in fall 2016, but were ultimately frustrated in our efforts by the following:

1) FGS approval of our full slate of recommended TAs did not occur until the first week of classes, which in turn extinguished any possibility of providing standardized, program-wide training prior to the beginning of our courses; and

2) Any time spent in formal training needs to be subtracted from the workload for Unit 1 TAs, which is currently set at 270 hours for a full-year course and 135 hours for a half-course. Given the amount of work that the TAs are expected to undertake (e.g. attending lecture, grading, and the leading and preparation of tutorials), there are no additional hours that can easily be allotted to their participation in a formal training module, especially if we actualize the reviewers' recommendation to include 'more array of smaller assessments' for students to further develop and refine their skills (p. 3). Even though the Criminology Program has been pro-active in pursuing the development of a training module for its TAs, it is clear that the Program will require university support – from hastening FGS approvals of TAships to offering potential incentives for voluntary participation in a formal training module – in order to effectively train and professionalize its TAs.

Dean's Response

There are a number of voluntary supports for TAs and faculty members to improve their teaching such as the Teaching Commons. The Dean's Office is aware of the issues and is eager to work discuss and implement approaches to supporting TA development within Social Science.

Recommendation 1c)

We (the Reviewers) also agree there should be no increase in enrolment caps in the CRIM program until these matters are addressed.

Program Response

From the Conclusion of the Program Response:

As repeatedly flagged in our self-study report and in the external reviewers' report, we are concerned about the 'compounding effect of [increasing] enrollments and limited faculty renewal on the quality of the degree program' (p.4). At this time, we strongly echo the reviewers' insistence that 'there should be no increase in enrolment caps in the CRIM program' (p. 6) until we are able to address matters raised by the external review. While all members of the Criminology Program remain as committed as ever to offering an academically rigorous, relevant and exciting degree, we are at a point where faculty commitment is no longer enough. In the face of overwhelming increases in student enrollment, we will need active support from the university – in the form of student caps, our own permanent UPA, adequate administrative and faculty resources, and increasingly, TA resources – in order to continue to provide a 'top flight progressive and inclusive interdisciplinary program,' as well as meaningfully develop curricular innovations (e.g., the offering of an Honours thesis option and a practicum).

Dean's Response

The CRIM program has had two new tenure stream hires over the last two years. Further, the program saw a rather dramatic decline in applications and enrolments in 2017/18 (of over 80 majors from the year before) and all signs point to another, albeit less dramatic, decline in applications and enrolments in the program. This combination of events has addressed this concern.

Recommendation 2

We suggest the program consider carefully the implications of a placement or co-op type initiative in terms of the program's vision and capacity. We see placement or co-op as a completely different type of degree program that may come at a cost to the high quality of scholarly engagement student receive, unless both program tracks are fully supported. (page 6 Review Report)

Program Response

The external reviewers argue that given the size of the faculty complement relative to the number of students, there is little capacity to develop intra-departmental experiential learning (placement or co-op) stream. The implications of a shift towards a more experientially driven (work integrated learning) approach to the degree structure could seriously diminish the degree program by attempting to do "too much" and not what the program is designed to achieve (p.2).

The Criminology Program faculty share the reviewers' concerns about the implications of launching and maintaining a work placement course. We are certainly committed to offering experiential learning opportunities to our students, and will endeavour to flag – for our students and ourselves – such opportunities as they are delivered through the Program's existing curriculum and courses. However, we also maintain that a practicum option need not be equated synonymously with a work placement, or co-op approach. Indeed, if 75% of our students intend to continue onto graduate school (please see student survey), a research-oriented practicum could be a useful and valuable addition to the Program that would not only satisfy experiential learning objectives, but also form part of a 12-credit Honours thesis option. The external reviewers recommend the introduction of such a thesis option (pp.3 and 6): students undertaking an Honours thesis would need to meet a minimum entrance requirement of 85%, as well as complete a fourth-year Honours thesis course and present their findings in a potential mock conference session. While we are excited about the possibility of expanding our degree to include an Honours thesis option and a research practicum, we need to have more sustained discussions in order to thoughtfully and meaningfully introduce these offerings to our students. We plan to include our new hire (2017), someone who specializes in Research Methodology, in on-going and future discussions about the design, development and instruction of the practicum.

In order to develop and launch a practicum, however, we will also require more administrative resources than we have been given to date. Currently, we share a permanent Undergraduate Program Assistant (UPA) with Urban Studies. Given the administrative demands of a practicum course, with regards to the amount of paperwork to be completed by community organizations and students, we require our own dedicated, permanent UPA in order to effectively coordinate the operation of such a course, as well as maintain the administrative organization of a growing program – that is, a program that has been steadily increasing the size of its incoming cohort of students from roughly 250 in 2008-2009 to a projected 450 in 2017-2018.

Dean's Response

The Dean's Office understands the intellectual and staffing concerns outlined by the CRIM program and agree with the caution of the reviewers. However it is our understanding that the staffing concerns of CRIM have been addressed (both at the UPA and faculty level) and that the student body is in decline. This would seem an opportune time to revisit the idea of what improvements in experiential education would look like for CRIM. Such an examination should not be seen as a directive (i.e..CRIM must develop more EE) – but rather a question – what would further developments in EE which are appropriate to CRIM look like?

2018-2020**Recommendation 3**

Annual planning retreat organized for late August, with specific theme or rotating cognate department invited to participate (for example, Sociology or Women Studies).

Program Response

From Page 6 of the Program Response:

Before turning to the reviewers' specific recommendations, it should be noted that the Criminology Program is open to ongoing discussions about its boundaries with other academic units through annual planning retreats in the future. These discussions demonstrate the fact that academic programs are not static entities. In order to remain relevant to society, topical courses are introduced (e.g. courses on surveillance, terrorism, cybersecurity, etc.), and their introduction ensures that academic units are constantly evolving and changing, requiring negotiations and re-negotiations of program and departmental borders. Ultimately, the Criminology Program is not interested in strictly policing the boundaries of other units' course offerings, especially since a more heavy-handed enforcement of curricular boundaries could easily damage the collegial, intellectual and pedagogical relationships that would foster interdisciplinary work and teaching in the first place. As noted by the external reviewers, one of the shining strengths of this Criminology Program lies in its interdisciplinarity, and it would be a mistake to sacrifice intellectual synergies and complementarities under the assumption that these are instead 'duplications' and 'overlaps' requiring immediate eradication. Because criminology students are also routinely encouraged to undertake double majors, and enroll in criminologically-relevant 'extended list' courses in other programs and departments, it is counter-productive to potentially damage cooperation and collaboration with other academic units, by failing to recognize their unit's autonomy and by refusing to regard their course offerings as distinctive. As a means of discerning overall duplication of readings across cognate departments, the external reviewers

Dean's Response

It would seem that an annual planning retreat for any program would be a good idea, although May is probably the more appropriate time. The Dean's Office is in support of

this suggestion, although it would seem that the timing and nature of this should be a program decision.

Recommendation 4

Changes to the Program Curriculum Committee: We believe this committee should be faculty driven and work in consultation with the Undergraduate Program Director only to ensure compliance with university requirements. The mandate of the committee could be:

- Review of course syllabi on a rotating basis to discern overlap of duplication of readings across cognate departments, and mapping of assessment tools over degree structure.
- Composition of committee: 1 faculty from CRIM, 1 faculty from Law and Society, 1 faculty from SOCI, and 1 faculty from another cognate department.
- Consistent meeting timelines; currently the Curriculum Committee meets “as necessary”.

Syllabi review of cross listed courses for duplication of readings and coherence of the degree structure especially given the heavy reliance on CUPE instructors.

Program Response

From page 6 of the Program Response:

While the Criminology Program appreciates the proposed strategy for addressing duplication, there are several things to note. First, the Criminology Program does not actually have a program curriculum committee. Curriculum committees exist at the departmental and faculty level rather than at the undergraduate program level. It is unclear from the reviewers’ recommendation where (i.e. at what level of the university) this proposed program committee could exist.

Secondly, new course proposals by cognate programs are already submitted to the Criminology Program for consultation on possible areas of overlap. Consequently, it is not clear why it would be a useful investment of the Program’s resources, meager as they already are, to micro-manage the specific readings assigned to courses across several academic units, when there could be excellent reasons for including the same reading across different courses, especially if different programs use the same reading for different purposes (e.g., to highlight different themes and sets of questions that are directly relevant to a specific program). In short, the Criminology Program is unsure on how to proceed with the reviewers’ proposal for a ‘modified’ program curriculum committee.

Dean’s Response

The curriculum process in LA&PS already has multiple sites for review and comment from various quarters. In the Department of Social Science there is the program that sends curricular suggestions to the Department Curriculum Committee. Once passed by the Department proposals go to two Faculty-Level Committees before going to Faculty council. Consultation with similar programs is required for all curriculum proposals. In short there are plenty of opportunities for programs to comment on curriculum and recommendation 3 opens the door for systematic planning and consultation should it be required.

Recommendation 5

Experiential expectations of students can be met through an Honours thesis course (12 credit) in the 4th year to students with a minimum 85% GPA. This should also include an annual student colloquium with the presentation of thesis research projects.

Program Response

No specific response

Dean's Response

This concern will be addressed in Recommendation 2

IMPLEMENTATION PLAN**BASED ON THE RECOMMENDATIONS SUMMARY:**

The recommendations are organized into short term (immediate) goals (2017-2018) and longer-term goals (2018-2020).

2017-2018**Recommendation 1:**

- 1a) Staffing of a tenure track in Research Methods (CRIM 2653), although we suggest with a Youth Justice focus given the high enrolments in this course No action required. The aforementioned hire has been made (one of two hires over the past two cycles) and the expectation is that this research methods course will be taught by this faculty member.
- 1b) ...and the development of a formal TA training module with appropriate professional development resources provided by the University.
Action: Vice Provost Academic and the Dean's Office to assess value of existing opportunities and work with the Teaching Commons and the Department of Social Science to develop professional development opportunities that would be made available to TAs for Criminology.
- 1c) We (the Reviewers) also agree there should be no increase in enrolment caps in the CRIM program until these matters are addressed.

No action required:

Recommendation 2:

We suggest the program consider carefully the implications of a placement or co-op type initiative in terms of the program's vision and capacity. We see placement or co-op as a completely different type of degree program that may come at a cost to the high quality of scholarly engagement student receive, unless both program tracks are

fully supported.

This would seem an opportune time to revisit the idea of what improvements in experiential education would look like for CRIM. A reflection and articulation of what, if any, developments in EE for CRIM over the next 3 years would look like. This should be submitted to the Dean for discussion.

Action: Members of the Criminology program, in consultation with the Associate Vice President Teaching & Learning, will explore appropriate opportunities for students to participate in experiential education and submit findings to the Associate Dean Programs. Fall 2018

2018-2020

Recommendation 3:

Annual planning retreat organized for late August, with specific theme or rotating cognate department invited to participate (for example, Sociology or Women Studies).

No action required:

Recommendation 4:

Changes to the Program Curriculum Committee: We believe this committee should be faculty driven and work in consultation with the Undergraduate Program Director only to ensure compliance with university requirements. The mandate of the committee could be:

- Review of course syllabi on a rotating basis to discern overlap of duplication of readings across cognate departments, and mapping of assessment tools over degree structure.
- Composition of committee: 1 faculty from CRIM, 1 faculty from Law and Society, 1 faculty from SOCI, and 1 faculty from another cognate department.
- Consistent meeting timelines; currently the Curriculum Committee meets “as necessary”.

Syllabi review of cross listed courses for duplication of readings and coherence of the degree structure especially given the heavy reliance on part-time instructors

Action: The activities recommended are exemplary practices and should be pursued. The program is encouraged to set up such a committee on a pilot basis and propose revision to the Department of Social Science governance documents to create a standing committee.

2018-2019

Recommendation 5:

Experiential expectations of students can be met through an Honours thesis course (12 credit) in the 4th year to students with a minimum 85% GPA. This should also include an annual student colloquium with the presentation of thesis research projects.

No action required: Recommendation 2 above addresses this suggestion.

York University
Final Assessment Report

DEVELOPMENT STUDIES

Faculty of Liberal Arts and Professional Studies
Faculty of Graduate Studies

MA program in Development Studies, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

MA Program in Development Studies

Reviewers appointed by the Vice-Provost Academic:

Dr. John Cameron, Associate Professor, International Development Studies, Dalhousie University

Dr. Jane Parpart, Professor Emeritus, International Development, Gender and African History, Carleton University

Dr. Anne Rubenstein, Associate, History, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015

Self-study submitted to Vice-Provost Academic: August 19, 2016

Date of the Site Visit: October 24-25, 2016

Review Report received: January 9, 2017

Program Response received: June 5, 2017

Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 24-25, 2016

The reviewers met with Alice Pitt, Vice-Provost Academic and Barbara Crow, Associate VP Graduate Studies and Dean, Faculty of Graduate Studies, as well as J.J. McMurtry, Associate Dean Programs in the Faculty of Liberal Arts and Professional Studies and the Chair of the Social Science Department, Amanda Glasbeek. From the Development Studies Program the reviewers met Farhim Qadir, the FGS Associate Dean and Eduardo Canel, the Graduate Program Director. The reviewers also met with full time and contract faculty members and with the DVST Executive and with graduate students from the program.

Outcome:

An implementation plan has been approved that addresses the recommendations. The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Development Studies as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The Reviewers had the following commented about the Development Studies program, "The MA in International Development Studies (DVST program) is a very well-designed program that offers an impressive balance between theoretically-rigorous critical analysis, basic skills in research methods, practical field research and professional development training. We are particularly impressed that a relatively small group of core faculty members have been able to consistently mount such a strong MA program as well as the very strong undergraduate (IDST) program."

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

Recommendation 1

That the equivalent of one additional faculty position be added to the core complement of DVST and IDST faculty members in order to address the curricular gaps identified in this report. We encourage the DVST and IDST programs to pursue joint appointments with other programs in the Department of Social Sciences, as proposed in the DVST and IDST Self-Study Reports.

Program Response

Request 1.5 tenure-stream appointments for 2018-19:

- 1 full IDS/DVST position;
- 5 shared with Criminology and Socio-Legal Studies. (see also recommendation # 10)

Dean's Response

One professorial appointment to the Department of Social Science, with responsibilities to Development Studies & Business and Society, has been made with July 1, 2018 start. A CLA has been renewed for 2018-2019. Future proposals will be considered on a yearly basis. IDST/DVST should submit a request for hire(s) based upon the Dean's four pillars – enrollment and retention numbers, curricular clarity, collaboration, and curricular innovation.

Recommendation 2

That the DVST program carefully monitor the impacts of the loss of TA positions on admissions and degree completion rates.

Program Response

Continue to work with LA&PS and FGS to revise funding model to allow MA students to take a full TAship in their second year. (see also Recommendation # 3)

Dean's Response

The funding model for TAs is determined by a collective agreement. We have in the past supported the appointment of DVST students in their second year as TAs for the IDS program but any future support will be determined by the collective agreement's parameters.

Recommendation 3

That the Faculty of Graduate Studies provide alternative sources of funding to the DVST program to mitigate any negative impacts from the loss of TA positions for DVST students.

Program Response

Continue to work with LA&PS and FGS to revise funding model to allow MA students to take a full TAsip in their second year.

(See also recommendation # 2)

Dean's Response

The funding of graduate students is largely outside the purview of the Faculty of Liberal Arts and Professional Studies. However, the Faculty is willing to explore suggestions within the purview of the collective agreement and available resources.

Recommendation 4

That the Faculty of LAPS, in close consultation with the DVST program, implement a system to encourage faculty members who are associated with the DVST program but based in other units to play a more active role in the supervision of DVST student research.

Program Response

1. Limit number of primary supervisions undertaken by individual faculty to a maximum of 2 per academic year in order to better distribute supervisory loads and to improve the quality of student supervision.
2. Provide students with a list of potential supervisors in May and encourage them to contact them over the summer to ask about their availability and willingness to serve as supervisors.
3. Appoint a Faculty Advisor to each new student to guide them in their search for supervisors.

Dean's Response

The Dean's Office is generally in support of the DVST programs suggestions. We look forward to the proposal from DVST on how this would be operationalized, within the framework of the YUFA collective agreement.

Recommendation 5

That the DVST program establish clear norms on the role that MRP and Thesis supervisors and secondary supervisors are expected to play, especially at the research design stage and in preparing DVST students for field research.

Program Response

Revise that program's supervisory norms and practices drawing on the recently adopted FGS guidelines to clarify the roles of supervisors, students, and the program office.

Dean's Response

The Dean's Office is in support of this recommendation.

Recommendation 6

That the DVST program establish clear written procedures for the governance of the DVST program.

Program Response

Participate in governance review in the department of Social Science.

Dean's Response

The Dean's Office is in support of this recommendation.

Recommendation 7

That the DVST program work in collaboration with the Department of Social Science, the Faculty of LAPS, and the Faculty of Graduate Studies to develop a model of governance for both IDS undergraduate and graduate programs at York so that the needs of the two programs can be addressed together.

Program Response

Establish joint DVST/IDS governance committee to draft governance document for both programs.

Dean's Response

The Dean's Office is in support of this recommendation.

Recommendation 8

That the DVST program identify and implement strategies to increase the support provided to DVST students in the search for internship placements and pre-departure preparation for their internships. Such support could take the form of an internship coordinator, which would require additional financial resources.

Program Response

1. Deliver workshop on “Internship Search Strategies”.
2. Integrate “Internship Search Strategies” workshop into Graduate Seminar in Field Research and Professionalization.
3. Deliver Fieldwork Pre-departure workshop.
4. Integrate Fieldwork Pre-departure workshop into Graduate Seminar in Field Research and Professionalization.

Dean’s Response

The Dean’s Office is in support of the DVST program’s response.

Recommendation 9

That the DVST program implement the proposed strategies for professional development outlined in Section 7.2.2 of the Self-Study Report, but maintain its current balance among critical analysis, field research and professional development.

Program Response

1. Offer non-credit professional development (PD) workshops.
2. Integrate PD workshops into Field Research and Professionalization in Development graduate seminar.

Dean’s Response

The Dean’s Office is in support of the DVST programs suggested actions, although action 1 needs to be fully costed and the resource allocation implications made clear in detail.

Recommendation 10

That the DVST program work with the Department of Social Sciences, Faculty of LAPS and Faculty of Graduate Studies to allocate additional resources to address the parallel curricular gaps in the IDST and DVST programs.

Program Response

Request 1.5 tenure-stream appointments for 2019-20:

- 1 full IDS/DVST position;
- .5 shared with Health and Society. (see also recommendation #1)

Dean's Response

See recommendation 1.

Recommendation 11

That the DVST program identify the specific gaps in field research training and develop a strategy to address those gaps through the combination of revisions to the field research methods course and through increased roles for primary and secondary supervisors in research supervision, particularly at the research design and field-research preparation stages.

Program Response

1. Review DVST 5120 3.0 (Research Methods) to identify gaps and to strengthen training in research design and conceptualization.
2. Develop and submit new course proposal for Graduate Seminar in Field Research and Professionalization in Development.
3. Organize "Conceptualizing Research" session with DVST faculty & students.
4. DVST to develop a milestones document outlining specific timelines and expectations for each term to guide supervisors.
5. Organize group advising sessions re. procedures and timelines for MRP/MRTs completion.

Dean's Response

Generally the Dean's Office is support of curricular clarity and innovation. However the DVST program should also outline how the suggested curricular changes fit in to an overall program curriculum and what the resource implications are. Suggestions 3 – 5 are well conceived and we encourage the program to enact them.

Recommendation 12

That the DVST program develop a policy on language skills for field research which requires students to acquire adequate language skills for their field research or to choose field research locations where they are already competent in local languages, and to only use translators in exceptional circumstances.

Program Response

Assess recommendation at a special meeting of the program executive.

Dean's Response

This policy change would require DVST approval, and ultimately FGS. The program should inform the Dean's Office of their decision as soon as possible.

Recommendation 13

That the DVST program consider creating a policy to enable students to conduct field research and to fulfill the internship requirement in Canada.

Program Response

Assess recommendation at a special meeting of the program executive.

Dean's Response

See Recommendation 12.

IMPLEMENTATION PLAN

Recommendation 1: That the equivalent of one additional faculty position be added to the core complement of DVST and IDST faculty members in order to address the curricular gaps identified in this report. We encourage the DVST and IDST programs to pursue joint appointments with other programs in the Department of Social Sciences, as proposed in the DVST and IDST Self-Study Reports.

One professorial appointment to the Department of Social Science, with responsibilities to Development Studies & Business and Society, has been made with July 1, 2018 start. Future proposals will be considered on a yearly basis. IDST/DVST should submit a request for hire(s) based upon the Dean's four pillars – enrollment and retention numbers, curricular clarity, collaboration, and curricular innovation.

Summer 2018 and ongoing

Recommendation 2: That the DVST program carefully monitor the impacts of the loss of TA positions on admissions and degree completion rates.

Program to prepare a report addressed to Dean of FGS and Associate Dean Research and Graduate Studies outlining the impact of practices relating to TA assignments on recruitment and degree completion.

September 2018

Recommendation 3: That the Faculty of Graduate Studies provide alternative

sources of funding to the DVST program to mitigate any negative impacts from the loss of TA positions for DVST students.

No action required: See recommendation 2.

Recommendation 4: That the Faculty of LAPS, in close consultation with the DVST program, implement a system to encourage faculty members who are associated with the DVST program but based in other units to play a more active role in the supervision of DVST student research.

Program to develop report to be submitted to the Associate Dean Research and Graduate Studies that outlines collegial process for distributing supervisions and aligning admissions with faculty capacity and expertise.

September 2018

Recommendation 5: That the DVST program establish clear norms on the role that MRP and Thesis supervisors and secondary supervisors are expected to play, especially at the research design stage and in preparing DVST students for field research.

Program to revise internal document to reflect FGS guidelines, September 2018.

Recommendation 6: That the DVST program establish clear written procedures for the governance of the DVST program.

Program to participate in Department of Social Science governance review, which will result in a revised document to be submitted to the Dean's Office and FGS.

Fall 2018

Recommendation 7: That the DVST program work in collaboration with the Department of Social Science, the Faculty of LAPS, and the Faculty of Graduate Studies to develop a model of governance for both the International Development Studies undergraduate program and the DVS graduate program at York so that the needs of the two programs can be addressed together.

No action required: see Recommendation 6.

Recommendation 8: That the DVST program identify and implement strategies to increase the support provided to DVST students in the search for internship placements and pre-departure preparation for their internships. Such support could take the form of an internship coordinator, which would require additional financial resources.

The program has identified 4 initiatives and will inform FGS and Associate Dean Research and Graduate Studies about how these have been operationalized.

Fall 2018

Recommendation 9: That the DVST program implement the proposed strategies for professional development outlined in Section 7.2.2 of the Self-Study Report, but maintain its current balance among critical analysis, field research and professional development.

Program to develop a proposal for non-credit professional workshops, including detailed costs, and submit to Associate Dean Research and Graduate Studies. FGS will be consulted on how the proposed changes affect the status of the graduate seminar and revised course approvals will be sought as necessary.

Fall 2018

Recommendation 10: That the DVST program work with the Department of Social Sciences, Faculty of LAPS and Faculty of Graduate Studies to allocate additional resources to address the parallel curricular gaps in the IDST and DVST programs.

No action required: See recommendation 1

Recommendation 11: That the DVST program identify the specific gaps in field research training and develop a strategy to address those gaps through the combination of revisions to the field research methods course and through increased roles for primary and secondary supervisors in research supervision, particularly at the research design and field-research preparation stages.

The program's GDLES and SLO's are to be reviewed as curriculum revisions are undertaken with revisions as necessary. A proposal for a new course will include role in GDLES and SLO's as well as resource implications to be submitted to the Associate Dean Research and Graduate Studies. Normal FGS approval processes for course changes will be followed, and a complete curriculum map will be submitted to FGS and included in the 18-month follow-up report to the Joint Subcommittee on Quality Assurance.

Fall 2018

Recommendation 12: That the DVST program develop a policy on language skills for field research which requires students to acquire adequate language skills for their field research or to choose field research locations where they are already competent in local languages, and to only use translators in exceptional circumstances.

The program's decision will align with GDLES and SLO's, and the program will inform the Dean's Office of its decision.

Fall 2018

Recommendation 13: That the DVST program consider creating a policy to enable students to conduct field research and to fulfill the internship requirement in

Canada.

The program's decision will align with GDLES and SLO's and the program will inform the Dean's Office of its decision and submit revised GDLES and SLO's if necessary to FGS and the Vice Provost Academic.

York University
Final Assessment Report

HEALTH & SOCIETY

Faculty of Liberal Arts and Professional Studies

Health & Society Undergraduate Program, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

Honours BA in Health & Society
Honours Double Major BA in Health & Society
Honours (Double Major) Interdisciplinary BA in Health & Society
Honours (Major/Minor) BA in Health &
Society Honours (Minor) BA in Health &
Society Ordinary BA in Health & Society

Reviewers appointed by the Vice-Provost Academic:


Dr. Olena Hankivsky, Professor, School of Public Policy, Simon Fraser University
Dr. David Wilson, Professor, Geography and Geography Information, University of Illinois Champaign
Dr. Robert Drummond, Professor, Political Science, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: August 19, 2016
Date of the Site Visit: October 20, 2016
Review Report received: January 17, 2017
Program Response received: April 25, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 20, 2016

The Review Committee members began the site visit with Alice Pitt, Vice-Provost Academic and followed with a meeting with the Health and Society (HESO) faculty members, including long term contract faculty. The reviewers met with J.J. McMurtry, Associate Dean Programs in the Faculty of Liberal Arts and Professional Studies, with the University Librarian Adam Taves, the Chair of Social Science, Amanda Glasbeek, the Undergraduate Program Coordinator, Peggy Keall, and with the HESO Program Coordinator. In addition, there was a lunch meeting with HESO students.

Outcome:

An implementation plan has been approved that addresses the recommendations. The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Health and Society as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The Review Report makes the following observation about the Health and Society program, which has been a free standing program at York since 2001, "The objectives of the Health and Society Program (HESO), with their focus on social justice, transformational change and community engagement align with the general mission of York University as well as the interdisciplinary research and teaching thrust of the Department of Social Science within the Faculty of Liberal Arts and Professional Studies. Specifically the Program seeks to train students to see health as it is connected to a wide set of questions that engage social, cultural, political and moral aspects of human experience in local and global contexts and to provide students with the practical experience to apply such critical skills and knowledge to real world situations and challenges."

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

Recommendations Summary:

Despite being an innovative, interdisciplinary program committed to social justice and diversity, as well a program with significant growth potential, HESO is at a critical juncture. While we offer a number of recommendations, given the dire situation regarding faculty composition, the first two recommendations should be given priority consideration and attention. They are essential to address for any future viability of the Program.

Recommendation 1

Follow the recommendations of the self-study and proceed with the hiring of the four targeted positions identified as areas of priority and growth for HESO.

Program Response

HESO has a vision of what it can become, but it is highly dependent upon support from the Dean's office and addressing what the CPR reviewers describe as the "clearly untenable for the future of the Program" without the injection of new faculty resources to the program.

Dean's Response

The Dean's Office is aware of the need for hires in a number of programs and departments. A successful search has resulted in a professorial appointment to start July 1, 2018. The Dean's Office encourages HESO to submit hiring priorities for HESO based on the four "pillars" outlined by the Dean – curricular innovation, collaboration, enrolment and recruitment patterns, and curricular clarity.

Recommendation 2

If the Faculty of Liberal Arts & Professional Studies is not able to move forward immediately with new hiring, as proposed by the self-study, it is recommended that the Program be moved to the Faculty of Health, as opposed to History or Anthropology.

.....a move to the Faculty of Health should not necessarily be seen as something that would compromise the program but arguably could lead to an enhancement of the perspectives that students would be exposed to without losing the social sciences and humanities perspectives that currently characterize much of the thrust of HESO. The presence of HESO within the Faculty of Health can also broaden the

exposure of students to the perspectives, critical thinking and experiential learning opportunities that HESO has developed a strong reputation for and success record in since its inception.

Program Response

Our reviewers believe that if LA&PS cannot immediately and substantially increase the faculty component of HESO then the program should move to the Faculty of Health. In response to these suggestions, the entire program firmly rejects the notion of moving to the Faculty of Health, as we have grave concerns whether our students would follow (or indeed) find our program if it was housed elsewhere. Also, given HESO faculty's disciplinary diversity, our wide range of research interests, and our unique approaches to health research, we do not feel that the program is a logical fit with the Faculty of Health. Both epistemologically and pedagogically HESO faculty approach the study of health, healing and medicine distinctly different from traditional health researchers. Our students see this in class and appreciate this.

Dean's Response

The Dean's Office understands and supports HESO's desire to stay within LA&PS. However there may be some synergies that might be found with courses or faculty in the Faculty of Health, or indeed within LA&PS that might help mitigate some of the concerns about a lack of full time faculty.

Recommendation 3

We recommend that the faculty review the number of degrees that are currently, and in particular whether a Honours (Minor BA) or 90-credit BA Program are a value added for students interested in the study of health and society.

Program Response

The HESO reviewers expressed concerns about the viability of the program's Hons (Minor BA) and 90-credit BA. HESO faculty agree that the numbers of students in the former category are small at with no more than 2 in any year since 2013. However, the BA is a robust and popular degree with an equal number of HESO students graduating with a BA as with an Honours BA in 2015. We believe that, particularly with the curriculum renewal currently underway, we have a valuable program to offer students who use a BA HESO degree as an entry to college courses in the health field.

Additionally..... we have finalized four new streams that will be implemented this summer and be available to students for 2018-2019 academic year. (p.2)

Dean's Response

The HESO program should address the low enrollments in the Honours (Minor BA) degree. If there are only two students or less since 2013 in this degree it would seem appropriate to close this degree option. We are in support of continuing the 90-credit BA.

Recommendation 4

Additional efforts can be made to coordinate with other Departments or Faculties to develop cross appointed courses. One area where this could be particularly fruitful would be in the area of research methods. While it is our understanding that a new required course for HESO has been developed, such coordination could potentially give students more in-depth exposure to qualitative, quantitative and mixed methods approaches. For example, community-based research methods and policy analysis research could also provide students with very practical skills required for future employment.

Program Response

The HESO reviewers note that while the HESO calendar and website list numerous courses, many are unavailable on a regular or even occasional basis – a situation which students understandably find frustrating. In our February program meeting we reviewed all second, third and fourth year HESO courses, i.e. courses listed with the prefix “SOSC” which count toward a HESO degree as “Recommended” courses. We agreed to eliminate two courses at the second year, three courses at the third year, and move two fourth year courses to the third year. Although our reviewers did not point to the rather dated nature of HESO courses developed more than a decade ago, we had concerns in this regard and are in the process of renaming three courses, revising five existing course descriptions, and proposing three new courses. It is anticipated that these changes will be in place by Fall 2018. The new blended online/ in- class mental health course appears promising in this regard, as the History Department has listed it among their courses recognized for their public health stream and the Faculty of Health, Health Policy and Management Program has also expressed interest in this experiential, community-connected course. Along with all other Social Science programs, HESO has been asked to review and substantially prune its “Related” courses, i.e. those offered by other departments in the university, with the aim of fostering curriculum clarity. The UPA has now solicited and printed course syllabi for Anthropology, Humanities, Philosophy, Political Science, Sociology, Science and Technology Studies, Health Studies and Psychology courses listed in this category, along with the further chart of all courses which are no longer offered. We await syllabi for Women’s Studies and Equity Studies listed courses. The HESO program reviewed all of the syllabi currently available and has begun the necessary paperwork removal of 11 of the 39 courses currently on the “Related” HESO list and beginning the process of applying to have these taken off the HESO list. It is anticipated that these changes will be in place by Fall 2018.

Dean’s Response

The Dean’s Office is fully in support of the review and “pruning” of the extended course lists for HESO students as undertaken by the program. However the reviewers recommend working with other departments and programs to develop cross-listed courses. The HESO program should identify some likely departments or programs for such action (i.e. Anthropology, History, Sociology) and work towards some new curricular offerings to go alongside their course “pruning” and curricular clarity.

Recommendation 5

Recommended courses on the books need to be reviewed to ensure that they reflect the reality of what is actually available to students. HESO should also develop a plan for collective implementation for community-based assignments, group problem-solving, and problem-based learning, to ensure that the curriculum is meaningful, innovative, and integrated.

Program Response

Our reviewers recommend a collective implementation plan for community-based assignments, group problem-solving and problem-based learning, to foster practical skills for future employment. This is an aspect of the curriculum that the program is committed to working on, evidenced by offering the fourth year placement course (Engaging Health in the Community, SOSC 4144) for the first time in 2016-17, by developing a new second year methods course that will provide a grounding for students in qualitative, quantitative and mixed-methods research approaches that can then be built upon in EE-oriented assignments in upper level courses, and with our new third year Re-forming Mental Health Practice course. We hope to be able to offer Engaging Health in the Community on a yearly basis, depending upon having an adequate faculty component in the program. In it's first year (Summer 2016), students have already reported being offered summer or part-time positions at their agencies. And the feedback from the community agencies has been similarly very positive with agencies already asking if they can participate in the same program next year.

Dean's Response

The Dean's Office is in support of the community based learning offerings that HESO has developed over the past year. These are important developments. However the reviewers also ask for a curriculum review of recommended courses, which the program has not addressed in their comments. Such a review, as discussed in recommendation 4, would also be important. It is unclear to the Dean's Office why a program specific methods course in HESO is required when the Department of Social Science has developed a department wide methods course and other methods courses are offered in other programs/departments that could serve the same purpose. The program should investigate ways to develop collaborative courses or utilize other program/department courses to make the HESO program more focused and robust.

Recommendation 6

More resources should be dedicated to developing experiential learning opportunities and placements of students within NGOs, government agencies and other health sector organizations in which they can apply their knowledge and critical thinking skills and gain experience necessary for employment. This would address students' concerns

about having more opportunities to develop job oriented experience. Such expansion could be realized with additional faculty hiring and the assignment of one faculty member, through course buy-out to coordinate and oversee such community and co-op placement efforts.

Program Response

Our reviewers noted that current HESO students expressed concerns about gaining knowledge and expertise that can lead to specific and concrete employment opportunities. HESO makes no claim to be a program that directs students to specific job paths, indeed the introduction to our undergraduate supplemental calendar states that, "Like most programs in the Faculty of Liberal Arts and Professional Studies, the HESO program is not vocationally based." However, in the current employment climate it is understandable that this is a matter of concern, and HESO faculty believe that by fostering experiential learning and key skills in critical reading and thinking, writing, primary and secondary research, public speaking, team work and project management at all levels of the program, and by providing a fourth year placement course and a third-year community-lined mental health course we are doing the best we can with the resources on hand. In addition, we offered a careers event for the first time in September 2016, bringing back -five alumni to speak about their transition beyond HESO, into paid health-related employment or graduate studies. Approximately 25 students attended.

Dean's Response

The Dean's Office is in support of the spirit of the reviewers' recommendation and also the ways in which HESO has created space for experiential education in its curriculum. We would hope that the program continues to work towards this goal, and it may want to work more closely with other Departments to develop collaborative curriculum with placement/experiential opportunities as outlined in recommendation 4.

Recommendation 7

Similar to the Urban Studies, HESO needs to improve the selection and preparation of TAs for its Program. At present, TAs often lack the substantive knowledge necessary for providing requisite supports for students in HESO. More attention needs to be paid to the fit of TAs selected for the program, asking TAs to sit in on lectures, and have instructors provide reading materials and additional curriculum supports to ensure preparedness of the TAs and ensure that their quality of lecturing is improved.

Program Response

We do not recall a stage of the review process where the reviewers met with HESO teaching assistants, so it is to be assumed that their concerns regarding the selection and preparation of TAs for our program was based on their meeting with our students. Certainly our options regarding TAs are limited by the fact that we do not have a graduate program on which to draw. Contrary to the CPR review, our TAs are required to attend lectures, provided with the readings and given additional support.

Dean's Response

There are a number of voluntary supports for TAs and faculty members to improve their teaching such as the Teaching Commons. To great extent, the selection of TAs is governed by collective agreement. We are eager to work with the union and programs to improve the fit between TAs and assignments.

Recommendation 8

The Faculty and Department of Social Science would be well advised to dedicate more resources for HESO's Student Association to support its activities. As evidenced by its recent 3 day public exhibit on refugees and migrants to Canada, the Association has great potential to organize events that can increase the visibility of HESO, engage students with community and provide students with additional practical skills (e.g. grant writing, fundraising, teamwork, public relations), that can further augment their preparedness for careers in the health and health related sectors.

Program Response

No specific response from program.

Dean's Response

This recommendation is specific to the Department of Social Science and HESO. The Dean's Office is in support of strong student associations and encourages the Department and the program to facilitate the HESO Student Association in whatever ways it can.

IMPLEMENTATION PLAN

Note: some recommendations have been abbreviated.

Recommendation 1: Follow the recommendations of the self-study and proceed with the hiring of the four targeted positions identified as areas of priority and growth for HESO.

One new faculty member will join the Department July 1, 2018. The program will develop its priorities in response to the annual call for complement planning with rationales based on enrolment and recruitment patterns, curricular innovation, collaboration, and curricular clarity. The program's articulation of its priorities will be included in the Department of Social Science's submission to the Dean's Office.

Recommendation 2: If the Faculty of Liberal Arts & Professional Studies is not able to move forward immediately with new hiring, as proposed by the self-study, it is recommended that the Program be moved to the Faculty of Health, as opposed to History or Anthropology.

No action required: the program is encouraged to identify synergies within the Faculty of Health.

Recommendation 3: We recommend that the faculty review the number of degrees that are currently, and in particular whether a Honours (Minor BA) or ordinary BA Program are a value added for students interested in the study of health and society.

The program will review enrolment patterns and address low enrolments in the Honours (Minor) BA with a view to closing this option or developing a plan to increase enrolments. The BA will continue.

September 2018, the program will submit paperwork to approve program closure or a plan for increasing enrolments to the Dean's Office.

Recommendation 4: Co-ordinate with other programs to develop cross-listed courses, particularly in the area of research methods.

In addition to pruning courses from the curriculum, the program will consult with other programs, including those housed in other Departments (e.g. Anthropology, History, Sociology) to work towards some new curricular offerings that meet multiple program outcomes and can contribute meaningfully to the assessment of learning outcomes across programs.

Fall 2018 with facilitation by the Dean's Office

Recommendation 5: Recommended courses on the books need to be reviewed to ensure that they reflect the reality of what is actually available to students. HESO should also develop a plan for collective implementation for community- based assignments, group problem-solving, and problem-based learning, to ensure that the curriculum is meaningful, innovative, and integrated.

See also Recommendation 4. The program will continue its review of recommended courses and the development of a curriculum map and pathways for graduation for HESO students to be posted on the website.

Fall 2018

Recommendation 6: More resources should be dedicated to developing experiential learning opportunities and placements of students within NGOs, government agencies and other health sector organizations in which they can apply their knowledge and critical thinking skills and gain experience necessary for employment....

See also Recommendation 4. Program to develop collaborative curricular opportunities for experiential education with other Departments and programs.

Ongoing

Recommendation 7: Similar to the Urban Studies, HESO needs to improve the selection and preparation of TAs for its Program.

The Dean's Office will work with the program to identify opportunities to support the pedagogical development of TA.

Ongoing

Recommendation 8: The Faculty and Department of Social Science would be well advised to dedicate more resources for HESO's Student Association to support its activities.

No action required

York University
Final Assessment Report

INTERNATIONAL DEVELOPMENT STUDIES

Faculty of Liberal Arts and Professional Studies

International Development Studies, Department of Social Science

Cyclical Program Review – 2008 to 2016

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

Program(s) Reviewed

Specialized Honours BA in International Development Studies
Honours BA in International Development Studies
Honours (Double Major) BA in International Development Studies
Honours (Double Major) Interdisciplinary BA in International Development Studies
Honours (Major/Minor) BA in International Development Studies
Honours (Minor) BA in International Development Studies
BA in International Development Studies
Dual Degree in Engineering and International development Studies (with Lassonde)

Reviewers appointed by the Vice-Provost Academic:

Dr. John Cameron, Associate Professor, International Development Studies, Dalhousie University

Dr. Jane Parpart, Professor Emeritus, International Development, Gender and African History, Carleton University

Dr. Anne Rubenstein, Associate, History, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015

Self-study submitted to Vice-Provost Academic: August 19, 2016

Date of the Site Visit: October 24-25, 2016

Review Report received: January 9, 2017

Program Response received: June 30, 2017

Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 24-25, 2016

The reviewers met with Alice Pitt, Vice-Provost Academic and Barbara Crow, Associate VP Graduate Studies and Dean, Faculty of Graduate Studies, as well as J.J. McMurtry, Associate Dean Programs in the Faculty of Liberal Arts and Professional Studies, the Chair of the Social Science Department, Amanda Glasbeek and Peggy Keall, the Undergraduate Program Director. The reviewers also met with Ricardo Grinspun, the International Development Studies (IDS) Coordinator, with full-time and contract faculty, the IDS Executive, including Amy Gaukel and Hema Nair on behalf of the IDS-Lassonde dual credential program, and with IDS students. There was also an opportunity to meet with the university librarians

Outcome:

An implementation plan has been approved that addresses the recommendations. The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for International Development Studies as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The IDS program was launched at in York University in 2001. The Review Report said of the program, "The International Development Studies (IDST) undergraduate program at York University is well-designed and innovative program with faculty members who are highly committed to the field of study and to the intellectual and professional development of their students..... Through a process of curricular renewal and careful allocation of faculty resources we see enormous potential for IDST to become a flagship program at York with direct ties to core components of the university's strategic plan, particularly regarding internationalization and the professional development of students."

Regarding the program curriculum, the Review Report states the following, “The IDST curriculum is well-designed and reflects a coherent vision of international development and the learning outcomes that students are supported to achieve. Learning outcomes are clearly defined and the methods of evaluation used are appropriate for those outcomes.”

Reviewer Recommendations and Program and Dean’s Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean’s analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

Recommendation 1

That the IDST program develop a strategy to provide IDST students with up-to-date lists of courses offered by other departments that fulfil IDST degree requirements.

Program Response

The program has recently updated the list of courses for the offerings in the upcoming 17-18 academic year, as it does on an annual basis. The Areas of Concentration include courses from a variety of programs, such as ANTH, SOCIO, POLS, ENVIS, HIST, etc. The program has no control over changes, cancellations and additions done to other programs’ offerings, thus the effort is oriented to keep abreast of these changes and update the IDST listings accordingly. One improvement introduced this year has been the shift away from an annual printed Calendar to a website-based Calendar that will be updated regularly by the IDST program assistant² in collaboration with the Social Science website coordinator³. This change will enable an updated list of courses that students can access anytime.

It is not enough to provide information about available courses. The program office also has to make sure that these courses have designated spots for IDST majors. Since programs are reluctant to provide those spots in high demand courses, the viability of an inter-disciplinary program such as IDST depends on active administrative support (including from the LA&PS Dean’s office when required) to make sure those spots are secured.

Support for website development and update had been an ongoing challenge until early this year. The recent hiring of a skilled Communications and Website Assistant has made a positive difference, but the ability of one assistant to serve about 12 different programs remains a challenge.

Dean’s Response

There is a need for updated information on courses for IDST students, and for an updated and maintained website. Over the last year the Dean’s Office has undertaken

an overhaul of the LA&PS websites to ensure updated information for incoming students. We have also begun an update on our current students website to ensure accurate information. That said, with a Faculty as large as LA&PS there are many “moving parts” in our curriculum that cannot be predicted – from faculty sabbaticals, enrollment numbers, to department and program curricular decisions – which have an impact on yearly offerings. IDST should try to narrow the list of courses that it uses for its program requirements and try to enter into agreements with those departments or programs that offer them to try to insure some stability of offerings. The Dean’s Office through the office of the Associate Dean Programs would be willing to help this process.

Recommendation 2

That the IDST program work with other levels of administration to ensure that IDST students have access to adequate advising services.

Program Response

As we indicated in the IDST Self-Study, the program expressed in the past its concern about the lack of resources available for student advising and the implications it has in terms of quality of advising service and the constraints it places on the Coordinator’s ability to concentrate on new initiatives of program development. Since then, there has been a university-wide effort to improve advising services, and the University, LA&PS Faculty, the Department of Social Science and Founders College, which houses IDS students, have all taken substantial action to improve advising resources and processes. Currently the Department has two full time academic advisors who serve all the programs in the Department. There has been a marked improvement in terms of access and effectiveness of advising for IDS students as a result. The challenge remains of coordinating and guiding students to find their way within a complex advising environment. (Note: The IDST program assistant provides basic program information and assistance (such as completion of a program checklist). The SOSC undergraduate academic advisors address out-of-Major requirements and some aspects of Major requirements. The IDST Coordinator advises on Major requirements, including waivers, substitutions, letters of permission, special concerns, etc. The UPD assists with complex and special cases. Founders College organizes orientation activities each semester as well as provides tutoring and other support. There is also a Student Academic Advising Services office in the Faculty of LA&PS. This array of services can be confusing for students.)

Follow up: Enhance collaboration between the IDST program office and the two undergraduate academic advisors in the Department of Social Science as well as with LA&PS Faculty advising offices, in an effort to provide an even smoother and more effective advising context for IDST students.

Dean’s Response

As the IDST response indicates, there have been significant advances in the quality of

advising in LA&PS and improved knowledge of particular programs through embedded advising in Departments. While further improvements can and will be made, the concerns of the reviewers have been addressed.

Recommendation 3

That the IDST program conduct a comprehensive curriculum review involving thematic content as well as the academic and professional learning outcomes for students who graduate from the program. The review should identify key learning outcomes (academic and professional) and map out pathways through IDST course offerings that will ensure that all IDST students develop competency in the core skills.

Program Response

The thrust of the three meetings of IDST Executive following the receipt of the RCR focused on curriculum and learning outcome matters. The Executive decided to proceed with a process of curricular review and innovation based on the general layout in the Quality Enhancement section of the IDST Self-Study and in accordance to the guidance provided by the RCR. In the rest of this section, we focus on particular aspects of curriculum review highlighted by the RCR.

Follow up: The program has initiated the revision of SOSC 1430 and 2800 as stated above, with some changes already introduced for the upcoming academic year. The revision includes shifting theoretically heavy themes to 2800 as well as integrating new themes and current topics in both courses.

Follow up: The relative prominence given to various theoretical approaches will be included in the thematic review of the four core courses. Although IDST faculty are well versed in post-colonial and post-development approaches and there is already some coverage in 1430, a potential gap should be addressed.

Follow up: The program will proceed with the plan laid out in Section 7 of the Self-Study for enhancing the professional development aspects of the program, including new courses as well as enhanced thematic content in existing courses.

Follow up: Both partners will continue to build on the partnership between Lassonde and IDS to promote and enhance this unique dual program. As detailed in the Self-Study, continued collaboration appears very promising.

Follow up: We will evaluate the results of the IDS Career Paths Survey and extract the lessons for curriculum enhancement and professional development in the program.

In terms of elective IDS courses, we will continue to work on the advances of the last few years that have emphasized agency, “alternatives” and professional development. This includes entirely redesigned courses such as SOSC 3801 that now focuses on nonprofit management in the development sector, and SOSC 3541 on food, agriculture and rural struggles. New courses include SOSC 3802 that emphasizes policy and NGO activism on water resources, SOSC 4605 that enables placements for students with development NGOs in the Greater Toronto Area, and SOSC 4607 that focuses on indigeneity as a site of agency. We are in the process of curricular approval for a new course on international student placement.

Dean's Response

The Dean's Office is in agreement that a thorough curriculum review is an important step for the program to take. However there are some other issues that should be included in the review – first the question of the “double-duty” core first year course and general education offering 1430. As the Social Science Department has decided in other programs to de-link general education courses from core courses and to reduce dramatically (roughly by 2000) the number of 9.0 seats in general education it would seem to make sense for the principle to apply to all programs in the Department. This position of “de-linking” (but not cutting 9.0 seats) was also strongly supported in the recent General Education town-halls and has been supported by CCPS and APPC committees of Faculty Council. The second issue is the one mentioned above in recommendation 1 – the “IDS Courses by Area of Concentration” list having too many options.

Recommendation 4

That the IDST program specifically review the emotional challenges associated with the study of international development and revise the curriculum in order to better support students to confront these challenges. In particular, this curricular review should involve increased efforts to confront the sense of pessimism and despair that students seem to develop as the result of a heavy emphasis on critical analysis.

Program Response

Follow up: We will pursue a particular focus on these emotional challenges in curricular review and innovation. This includes suitable thematic content enhancement in core and elective IDS courses as well as the creation and strengthening of new experiential education and “alternatives” courses that emphasize concepts of “agency” and adopt a more “how to” approach to development.

Dean's Response

This curricular and emotional issue could be covered in the curriculum review suggested in recommendation 3. That said these are extremely difficult issues to address and we commend the program for seeing them clearly.

Recommendation 5

That the Faculty of Liberal Arts and Professional Studies provide financial incentives to other academic units that would enable the secondment of appropriate faculty members from other academic units into the IDST program on a part-time or full-time basis.

Program Response

No response provided

Dean's Response

The incentives for positions and research are clearly defined by the YUFA collective agreement. The Dean's Office would hope that the research, service and teaching interests of faculty members would, within this defined framework, be enough to entice faculty members to participate.

Recommendation 6

That the Department of Social Science and the Faculty of Liberal Arts and Professional Studies prioritize new joint positions in the IDSTT and DVST programs in combination with other Social Science programs.

Program Response

Two parallel recommendations are laid out by the reviewers:

Recommendation #1 (DVST): That the equivalent of one additional faculty position be added to the core complement of DVST and IDST faculty members in order to address the curricular gaps identified in this report. We encourage the DVST and IDST programs to pursue joint appointments with other programs in the Department of Social Sciences, as proposed in the DVST and IDST Self-Study Reports.

Recommendation #10 (DVST): That the DVST program work with the Department of Social Sciences, Faculty of LAPS and Faculty of Graduate Studies to allocate additional resources to address the parallel curricular gaps in the IDST and DVST programs. The IDST program fully shares the serious concerns expressed by the reviewers about the urgent need to increase the faculty complement of the DVST and IDST programs. To this effect, it has already put forth a request for a full IDST/DVST tenure-stream appointment on Forced Displacement and collaborated with the Criminology and Socio-Legal Studies programs to request a shared appointment on Human Security, both starting in the 2018-19 academic year. These two requests received strong support from the Department of Social Science and we hope that they will receive Faculty support that should be formally approved by the Provost's office. For the following year (2019-20), the programs will propose another full IDST/DVST tenure-stream appointment and a shared appointment with the Health and Society program. If successful, the DVST/IDS programs will be able to address the sustainability challenges raised in the RCR.

Follow up: The programs decided to:

1. Request 1.5 tenure-stream appointment for 2018-19 (1 full IDS/DVST position; .5 shared with Criminology and Socio-Legal Studies.
2. Request 1.5 tenure-stream appointment for 2019-201 (1 full IDS/DVST position; .5 shared with Health and Society)

Dean's Response

Dean's Response: One professorial appointment to the Department of Social Science, with responsibilities to Development Studies & Business and Society, has been made

with July 1, 2018 start. A CLA has been renewed for 2018-2019. Future proposals will be considered on a yearly basis. IDST/DVST should submit a request for hire(s) based upon the Dean's four pillars – enrollment and retention numbers, curricular clarity, collaboration, and curricular innovation

Recommendation 7

That the IDST program consult with students through survey(s) and focus groups to better understand student concerns with the program and design strategies to address those issues.

Program Response

Follow up: The continuation of the curriculum review and innovation process (see section 4 above) will incorporate meaningful and substantial input from students obtained from in-class focus groups and surveys as well as input from course directors.

Dean's Response

The Dean's Office is in support of methods of identifying student concerns. However it may be more appropriate for student survey(s) to be done at a Departmental or Faculty Level. The Dean's Office will engage OIPA to discuss ways in which such surveys could be conducted most efficiently and will discuss options with programs and departments.

IMPLEMENTATION PLAN

Recommendation 1: That the IDST program develop a strategy to provide IDST students with up-to-date lists of courses offered by other departments that fulfill IDST degree requirements.

Using coherent articulation of DLE's and SLO's, the program will review curricular offerings with an eye towards dramatically reducing the number of offerings in the "IDS Courses by Area of Concentration" in order to a) create greater curriculum coherence and b) reduce the efforts required to keep lists up to date and secure space for IDS students in other programs. Revised list will be developed by the IDST and Social Science Curriculum Committee and be approved by the Faculty Curriculum Committee and sent to the University Curriculum Committee (ASCP) for final approval.

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Recommendation 2: That the IDST program work with other levels of administration to ensure that IDST students have access to adequate advising services.

No action required: significant improvements have been made, and the Faculty is monitoring progress at the Faculty level.

Recommendation 3: That the IDST program conduct a comprehensive curriculum review involving thematic content as well as the academic and professional learning outcomes for students who graduate from the program. The review should identify key learning outcomes (academic and professional) and map out pathways through IDST course offerings that will ensure that all IDST students develop competency in the core skills.

See Recommendation 1. The program will undertake a thorough review of the curriculum and provide a report on proposed actions to the Dean's Office. At the same time, the program will review its articulation of program level expectations and student learning outcomes and work. Consultation with the Teaching Commons will support development of an effective and developmental mapping of the learning outcomes to courses.

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Recommendation 4: That the IDST program specifically review the emotional challenges associated with the study of international development and revise the curriculum in order to better support students to confront these challenges. In particular, this curricular review should involve increased efforts to confront the sense of pessimism and despair that students seem to develop as the result of a heavy emphasis on critical analysis.

No action required: this recommendation will be integrated into activities under Recommendations 1 and 3.

Recommendation 5: That the Faculty of Liberal Arts and Professional Studies provide financial incentives to other academic units that would enable the secondment of appropriate faculty members from other academic units into the IDST program on a part-time or full-time basis.

No action required: This recommendation is not addressing a clear need.

Recommendation 6: That the Department of Social Science and the Faculty of Liberal Arts and Professional Studies prioritize new joint positions in the IDSTT and DVST programs in combination with other Social Science programs.

One professorial appointment to the Department of Social Science, with responsibilities to Development Studies & Business and Society, has been made with July 1, 2018 start. A CLA has been renewed for 2018-2019. Future proposals will be considered on a yearly basis. IDST/DVST should submit a request for hire(s) based upon the Dean's four pillars – enrollment and retention numbers, curricular clarity, collaboration, and curricular innovation.

Recommendation 7: That the IDSTT program consult with students through survey(s) and focus groups to better understand student concerns with the program and design strategies to address those issues.

In addition to program level in-class input, the Faculty will co-ordinate with the Office of Institutional Planning and Analysis to develop Faculty-wide student surveys that will include and benefit International development Studies.

Fall 2018 and Ongoing

York University
Final Assessment Report

INTERDISCIPLINARY SOCIAL SCIENCE

Faculty of Liberal Arts and Professional Studies

Interdisciplinary Social Science, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

BA in Interdisciplinary Social Science
BA Honours in Interdisciplinary Social Science
BA Honours Double Major in Interdisciplinary Social Science
BA Honours Major/Minor in Interdisciplinary Social Science

Reviewers appointed by the Vice-Provost Academic:

Dr. Bronwen Low, Associate Professor, Integrated Studies in Education,
McGill University
Dr. Shannon Bell, Professor, Political Science, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: August 19, 2016
Date of the Site Visit: October 17, 2016
Review Report received: November 28, 2016
Program Response received: April 25, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 17, 2016

The reviewers began the site by meeting with the Vice-Provost Academic, Alice Pitt and then met with the following program administrators: Associate Dean Programs, J.J. McMurtry; Department Chair, Amanda Glasbeek; Undergraduate Program Director, Peggy Keall; Undergraduate Program Coordinator, Matthew Tegelberg. In addition, they met with University librarians. The reviewers also met with upper year students over lunch.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Interdisciplinary Social Science as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The reviewers noted that the program is well aligned with the mission and plans of York University and the Faculty of Liberal Arts and Professional studies, particularly in light of stated commitments to interdisciplinary, critical thinking, and learning and scholarship for social engagement and change. They noted in their report that, "the syllabi included in the Self-Study Report reveal that the courses are theoretically informed and engage with a diversity of topics and perspectives, historical and contemporary, across the social sciences. This richness suggests that the course work reflects contemporary currents in social studies research." The reviewers also had critically constructive comments about the objectives of the program, the assessment methods, and lack of learning outcomes aligned with the degree level expectations. These are addressed in the Review Recommendations detailed in the following section.

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

1) General ISS revisioning:

As noted above, the department needs to be supported through a whole-scale revisioning process. As the faculty members note in the Self Study, a reworking of the program "does not mean simply returning to the past; rather, it means building on the core of the current program through the development of clearer student learning pathways." They need to revisit degree-level expectations and learning objectives, and ensure that the courses offered are aligned with both.

The Program notes the following:

We share the view of the reviewers that the ISS program has the potential to develop into a distinct and high quality program for undergraduate students. With this objective in mind, we welcome recommendation to engage in a whole-scale re-visioning process for the ISS program. Doing so entails revisiting our degree-level expectations, program learning objectives, and course offerings at all levels to establish clearer student learning pathways.

As points of departure for achieving this long-term goal, the reviewers recommend the following: i) support from an external consultant; ii) develop a more elaborate mission statement; iii) engage with questions of interdisciplinarity and what makes our program uniquely suited to provide an interdisciplinary program of study; iv) invite current students to participate in our ongoing curricular re-visioning process; and v) finally to follow up on the Associate Dean's offer to support our effort to write new DLEs and other program assessment criteria.

Dean's Office response:

We are wholeheartedly in support of this revisioning and will respond to the details below.

Recommendation 1 a)

We recommend, if at all possible, that the process be supported by an external consultant -- someone with group facilitation skills able to support collective critical self-reflection and revisioning work. The revisioning process might combine a series of "retreat" days or half- days and shorter working sessions. The program review will require the sustained commitment of all faculty members, and should not be placed on

the shoulders of one person (such as the new TT hire). One faculty member cannot be the “glue” holding a program together. Building a coherent vision should be a priority because a number of faculty members come from other programs with distinct cultures and histories, and ISS has not yet developed habits of collaborating as a group.

Program Response

See general statement above.

Dean’s Response

The Dean’s Office is in support of hiring an external consultant to aid the program in its re-visioning – within some clear boundaries. First, the program should commit before the hiring to a timeline (three half- day meetings for example). Second the program should commit to clear objectives that they will achieve in this timeline (delivery of a new curriculum framework and vision/mission statement for example). Third, the program should commit to writing a report for submission to the Department of Social Science and the Dean’s Office which both addresses in detail the two points above and reflects on the process.

Recommendation 1 b)

The first step of the revisioning process should be to develop a more elaborate mission statement for ISS. The program should identify what makes it different from other programs across SOSC. We would recommend exploring some “blue-sky” thinking, including: What could the most innovative program possible in ISS look like?

The program should identify short and long term goals, asking where it ideally sees itself in 2, 5, and 10 years?

The reflective process involves building on current strengths in the faculty complement, but also identifying gaps between faculty members’ expertise and ISS student interests.

A clear vision for ISS should help the program and SOSC make a strong case for additional, strategic hires in key areas.

Program Response

See statement above.

Dean’s Response

See above

Recommendation 1 c)

Interdisciplinarity is increasingly the rule rather than the exception in programs across the university, driven by student interests, changing ways of thinking about knowledge, and cross-disciplinary research cultures supported by funding agencies. The concept seems to come up in some of the first and second year classes, but not in a systematic manner. As part of the revisioning process, we encourage ISS faculty to engage with the question of what makes a program that explicitly focuses on interdisciplinary study unique? How might interdisciplinarity be grappled with as a question and project throughout the program by faculty and students? One idea might be for ISS faculty members to develop an overarching question every few years that might be explored from the vantage point of multiple disciplines across the social sciences.

Program Response

See statement above

Dean's Response

The idea of interdisciplinarity would seem to be core to the ISS program and its vision/mission statement. Clarity on the unique version of interdisciplinarity in the vision/mission statement recommended above would be central to the process.

Recommendation 1d)

Current students were eloquent advocates for the value of interdisciplinary studies in the social sciences, and might be solicited for input into this mission statement (including lines like "ISS offers a theory of practice"). Student interests can be explored by studying patterns of past and current course selection (such as low enrolment in current "theory" classes), but also through direct consultation, especially given how insightful and forthcoming the students were during the review. We are confident that students would be willing to actively participate in a curricular revisioning process.

Program Response

See statement above.

Dean's Response

The Dean's Office agrees that in whatever process the ISS program decides to hold through the facilitation process outlined above, student voices would be central and should be clearly, and in multiple ways, built into the process. Further, the Dean's Office is looking into ways in which surveys can be utilized on an ongoing basis to capture student voices. We will be engaging OIPA on this question over the summer of 2018 and will consult programs as this process unfolds.

Recommendation 1 e)

The current DLEs derived from the former SOSC program provide a good starting point for this review, as do the descriptions of the various Learning Objectives and Assessment Criteria as related to 1000, 2000, 3000, and 4000 level courses on page 8 and 9 in the Self-Study Report. As well, the Associate Dean offered to share exemplars from other programs of effective DLE's.

Program Response

See statement above.

Dean's Response

There has been much confusion about DLE's and indeed course level expectations across the Faculty. We would recommend a meeting between the program and the Associate Dean Programs and the Curriculum Manger of LA&PS BEFORE the facilitated process to ensure the program is clear on these expectations

2) Curriculum mapping and new course development

It can be difficult balancing between breadth, choice, and flexibility of course offerings and overall program coherence, clear progressions of learning, and alignments between program objectives and student experiences

Recommendation 2 a)

We recommend creating a curriculum map for the program, including individual maps for required courses, and an overview of how they build upon each other, providing a foundation and through-line over the course of the degree. The course maps should include what concepts and understandings, key questions, and skills are central to each class, and how the assessment evidence will indicate whether students have achieved these desired results. These maps can be framed so that they offer some standardization and consistency across course sections and ensure that core knowledge is taught, while still maintaining room for individual instructors to shape them in unique ways, maintaining the principle of academic freedom.

These maps should help combat two problems identified in the Self- Study: student concerns that there was "unnecessary repetition of the same material in different courses," and faculty member worries that they do not know what their colleagues in ISS teach. These curriculum maps need to be stored online for easy access among all instructors of required courses in the program.

b. The maps are particularly important for 1000 level courses, laying the foundations for the rest of the program and helping to develop ISS cohort identity. Particular attention should be paid to how these courses might best supporting the development of the necessary academic skills for students: critical and analytic reading and writing,

interdisciplinary thinking, etc. The TAs might require additional training in preparation for this.

c. There was some discussion of bringing in an additional required course at the 2000 level, which would focus on research methodologies (as a complement to the current 2000 course on social inquiry). Faculty members suggested that this course might also be designed to strengthen students' general academic literacy skills, including how to read "theory" (including close textual analysis and précis writing). Given what seem deeply held concerns expressed by a number of faculty members that ISS students no longer had the necessary academic literacy levels to effectively engage with and respond to course material, we think this is an excellent idea. Such a course might be an ideal place in the program to ensure that students have the appropriate academic foundations, and to liaise with the libraries; it might be potentially supported by tutorials. This would mean bringing "in house" some of the work of the Writing Center, whose resources seem currently inadequate to meet the needs of the many ISS students.

d. As noted earlier, the 3000 level courses might be more closely aligned with student interests in other programs (including the previous SOSC majors) such as criminology. This would help serve the objective, stated by the current ISS coordinator, that ISS could become "an incubator" for other programs or further study.

e. The 4000 level "capstone" courses should also be revisited to see how they might better meet the objective of having students apply "their theoretical and methodological training in final year research projects." ISS might also consider ways of showcasing these student research projects, including an end of year symposium.

Program Response

The reviewers recommend that we develop "...a curriculum map for the program, including individual maps for required courses, and an overview of how they build upon each other, providing a foundation and through-line over the course of the degree." (p.7). This is an undertaking that will require significant work on the part of ISS faculty members over the next few years. Hence, we intend to divide the process of mapping our program into three main steps. First, we will commit to developing a new vision and structure for the program as a whole. This entails organizing a series of meetings to map existing ISS course offerings and relate them to a newly crafted set of DLEs and LOs. The next step will be to redesign three large general education courses (SOSC 1000, 1012 and 1140), as well as our core methods course (SOSC 2000). These foundational courses function not only as direct entry points for ISS students but also as a primary point of contact with the Department of Social Science for undergraduate students from across the university. Redesigning these courses to fit with the newly enhanced vision DLEs and LOs will result in clearer student learning pathways through the ISS degree. The final step entails determining what sort of new curriculum is required, especially at the 3000 and 4000 level, in order to balance existing course offerings with the perceived needs of ISS students.

Finally, it should be noted that between in 2016-17, we expanded the breadth of our course offerings by developing three innovative new upper-level courses. The courses cover topical areas (technology and social movements, critical tourism studies, and spectacles of otherness,) certain to excite current students, who frequently request more upper level offerings, and to attract new students to ISS. They also take a vital step toward encouraging eligible ordinary majors to stay on for an additional year in our Honours program.

Dean's Response

The Dean's Office is in general support of the reviewer's recommendations as well as the ISS programs response and their staged approach. However there are some issues and disconnects. First, the ISS program should develop clear curriculum "maps" for students to see from entry to graduation about ways in which they can navigate the program. These should be posted clearly on the program website. Second, and related, the course lists (especially the Social Science course list and the Additional 4000-level course list) from which students can choose courses are too long and don't seem to have a clear learning pathway. Some culling and clarification needs to happen here. Third, the role of the "theory" stream – a remainder from the SPT program – needs articulation and justification. Are students enrolling in this program for a theory degree? The program should clarify the role this stream plays for students and the program. This does not mean eliminating this option or even reducing it, but ensuring that the "tail" of the desire to teach theory does not, without reflection and justification, "wag the dog" of student interest or need. Fourth, as the Social Science Department has decided in other programs to de-link general education courses from core courses and to reduce dramatically (roughly by 2000) the number of 9.0 seats in general education it would seem to make sense for the principle to apply to all programs in the Department. This position of "de-linking" (but not cutting 9.0 seats) was also strongly supported in the recent General Education town-halls and has been supported by CCPS and APPC committees of Faculty Council. ISS should create its "core" without "double-counting" a general education course as core. The process of reviewing the curriculum in a holistic way provides an excellent opportunity for this to happen in the program. Finally, issues have been raised in the Faculty curriculum committee about the learning outcomes of the new courses in ISS. The program should clarify the role of all fourth year courses in ensuring a kind of "capstone" experience for students.

Recommendation 3 Experiential education

Given ISS's commitment to social research for social change, identified in the current ISS objective statement but also in conversations with faculty members and student, we also recommend that the program explore how to integrate forms of applied, community engaged education. This recommendation builds on the Self Study document, in which it is noted that ISS "is presently exploring the possibility of developing at least two upper level experiential education courses that would include a study abroad component." Given ISS' stated commitment to praxis, experiential education courses or facets of courses (which do not require study abroad) are worth pursuing. This is supported by the

student survey that indicated that 66% of students were interested in hands-on learning opportunities. Also proposed would be curricular collaboration between ISS and smaller programs such as URST and WHLKS, which also seem very promising in expanding connections and potential opportunities, potentially in the form of future educational and work trajectories, for ISS students. Part of this shift means thinking about the initial interests of the many ISS transfer students in more career-oriented programs as an asset rather than deficit, working to help them to continue to explore these initial interests, but now with the addition of the critical, interdisciplinary vantage point of ISS faculty members and course work.

Program Response

The Self Study and Review Committee Report both identify experiential education as an asset for expanding the program curriculum in line with student interests and expectations; especially in light of our program's commitment to research for social change. As indicated in the Self Study, ISS is already exploring plans to develop two upper year experiential education courses that would include a study abroad component. There is also myriad potential for innovative collaborations between ISS and other programs housed within the Department of Social Science. For example, courses on climate change, tourism and urban resilience would appeal to students across several degree programs in SOSC and hold great potential for future collaboration.

Dean's Response

The demand for experiential education opportunities amongst students is significant and the Dean's Office is in support of the ISS program developing (either independently or in collaboration) such opportunities. However study abroad courses are not always the best vehicle for the desire for experiential education as they are expensive for students and tend to be hard to access for many, especially in a large program such as ISS. Therefore the Dean's Office strongly recommends developing opportunities for EE in the GTA by the ISS program. There are many supports available at York to help in this process, and we encourage the ISS program to reach out to the LA&PS Experiential Education Co-ordinator.

Recommendation 4 Student support

Given how frustrating students seem to have found the mechanics of ISS, including program planning (including finding information about requirements, advising, and course selection and registration, we recommend following up with them regularly to ensure that the presence of the new advisors has significantly improved student experience (perhaps administering a student survey at the end of the 2016-2017 school year, and then again next October?). As part of the process of clarifying program information, all ISS related web materials and program planning tools should be immediately updated and/or clarified to prevent further program confusion.

Program Response

The reviewers suggested following up with students regularly in order to alleviate their frustration with “finding information about requirements, advising, and course selection and registration”. They also call for all ISS web related materials and program planning tools to be updated as soon as possible to avoid further confusion. Significant steps have already been taken to addressing these concerns. The ISS website and program planning tools have already been updated, and considerable efforts have been made to ensure students receive consistent information across this different platforms. Moreover, efforts have been made to enhance the level of engagement between students, administrative staff and program faculty. The ISS program coordinator has hosted two well-attended information workshops for students, run an ISS speaker series, and helped with the launch of the ISS Student Association in January 2016. In the coming years, additional faculty resources are essential in order for ISS to continue on this path toward enhancing student engagement.

Dean’s Response

The Dean’s Office agrees that both the ISS program and the Faculty have made significant progress in updating websites and ensuring, through the Department of Social Science as well as centrally, that our advising to students is available, expert, and supportive. There are always further improvements that can be made on this front, and we will continue to work with programs and departments to ensure continued improvement.

IMPLEMENTATION PLAN

Note: the review report’s recommendations are provided in summarized form

Recommendation 1:

- a) Support program development with arm’s length facilitator and series of retreat-style meetings with relevant faculty members.
- b) Develop a robust mission statement with short and long-term goals; identify gaps between faculty members’ expertise and student interests.
- c) Articulate what makes a program that explicitly focuses on interdisciplinary unique and how such a focus will be embedded in curriculum and student learning. The program should explore the possibility of building around a core question that is revised every few years.
- d) Insure that current students are involved in and student behavior inform discussion of program development.
- e) Revise DLE’s and SLO’s in light of articulation of program mission and outcomes of program development discussion.

The program, in consultation with the Associate Dean Programs and the Vice Provost Academic, will develop a process for consultation, development of a program plan, development of a work plane, reporting process, and timeline.

September and October 2018: develop plan and identify facilitator; November 2018-March 2019: fulfill requirements of plan and complete report for Dean's Office. March 2019-June 2019: develop proposal for submission to Curriculum Committee by June 1, 2019.

Recommendation 2:

- a) Develop curriculum map for program and include information about how courses contribute to and assess learning outcomes developmentally.
- b) Use 1000 level courses to develop academic skills; ensure TA's receive training.
- c) Explore possibility of developing a 2000 level course to further enhance core academic skills in consultation with Libraries.
- d) Identify 3000 level courses that align with student interests.
- e) Review 4000 level 'capstone' courses to ensure that meet stated objectives.

A detailed curriculum map will emerge as one outcome of the initiatives related to Recommendation 1. The program has articulated the steps and proposed a work plan. The Teaching Commons will support development of detailed curriculum map. However, as a starting point, the program should develop and post pathways for students to use to navigate the program requirements as they currently exist. See recommendation 4.

Recommendation 3: Integrate applied and community engaged education in order to align ISS's commitment to social research for social change with innovative learning experiences and explore opportunities to collaborate with other Social Science programs and to enhance experiences for college transfer students.

The program, in consultation with the LA&PS Co-ordinator, will develop plans to provide integrated experiential learning opportunities that advance the program's learning outcomes.

Fall 2018 and ongoing as program develops the program

Recommendation 4: Clear information about the program requirements should be provided on the web-site and communicated through advising sessions.

No action required: the program has undertaken steps to improve information. The program development initiative (see Recommendations 1 & 2) should reduce program complexity.

York University

Final Assessment Report

LAW AND SOCIETY

Faculty of Liberal Arts and Professional Studies

Law and Society, Department of Social Science

Cyclical Program Review – 2008 to 2015



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

Program(s) Reviewed

Honours BA Program (Single Major), Law and Society
Honours Double Major BA Program (Unlinked), Law and Society
Honours Double Major Linked Interdisciplinary BA, Law and Society
Honours (Major/Minor) BA Program, Law and Society
General Certificate, Law and Society

Reviewers appointed by the Vice-Provost Academic:

Dr. Gillian Balfour, Associate Professor, Sociology, Trent University
Dr. Bryan Hogeveen, Associate Professor, Sociology, University of Alberta
Dr. Aaron Lorenz, Dean, School of Social Science and Human Service, Ramapo College of New Jersey
Dr. Sonia Lawrence, Associate Dean, Research, Director Graduate Law Program, Director Institute for Feminist Legal Studies, Osgoode Hall Law School, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: September 1, 2016
Date of the Site Visit: October 18-19 2016
Review Report received: December 16, 2016
Program Response received: June 9, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 18-19, 2016

The reviewers first meeting was with Barbara Crow, Dean of Graduate Studies and was followed by an opportunity to meet with the following individuals: Associate Dean Programs, LA&PS, J.J. McMurtry; Chair of Department of Social Science, Amanda Glasbeek; SLST Graduate Program Director, Soren Frederiksen; Undergraduate Program Director, Peggy Keall; Criminology Program Coordinator, Anita Lam; Law and Society Program Coordinator, Allyson Lunny. The reviewers met with fourth year undergraduate students as a group and then had a lunch with undergraduate students from two majors, Criminology, and Law and Society. Meetings were held with the University Librarians and with a group of faculty members.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Law and Society as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The Law and Society Self-Study document describes the program this way, "As a pioneering program and current innovator in the field of interdisciplinary socio-legal studies, Law & Society was one of the first undergraduate programs in North America centered on law, not as a vocational or professional concern, but as an object of critical interdisciplinary inquiry. It has been recognized as one of the oldest and best known such programs in North America. Originally a linked program degree in 1974, it has evolved from this to a stand-alone program in 2004."

The reviewers noted in their report that, "The curriculum is simultaneously classic and innovative," and demonstrates innovative and cutting-edge approaches to the study of law and society. The report states, "...the LASO faculty display intellectual openness and critical engagement in both their teaching and scholarship."

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

Recommendation 1

Hire a field placement coordinator. It appears that there is a gap between input and output, particularly with field experiences. A field placement coordinator could close this gap and the right candidate could work on both LASO and CRIM, as well as related graduate programs.

Program Response

Hire a field placement coordinator: a dedicated resource in this initiative would be welcomed by the program. A course proposal has been put forward but is at a stalemate as the program does not have the resources to operationalize this initiative.

Dean's Response

There is significant interest in experiential education courses amongst the student body and the University and the Faculty are in support of developing these opportunities. The LASO program (along with CRIM or other Social Science Programs) should articulate their vision for such a position and submit a request to the Dean's Office. In the interim, the program can consult with the AD Global and Community Engagement and the EE team in the Faculty.

Recommendation 2

Create a digital pamphlet for dissemination on the major. A traditional hard-cover pamphlet is possible as well but a digital one makes more sense in contemporary times.

Program Response

Create a digital pamphlet for dissemination on the major: the program, since last year, has provided a digital calendar outlining all relevant information about the program on its website. That will continue and in addition a small number of hardcopy calendars will continue to be produced. The department has produced a pamphlet outlining the basic elements of the program for incoming students

Dean's Response

The Dean's Office, in concert with programs and departments, has recently updated all of its "prospective students" websites. This, while in need of regular updates, addresses this recommendation.

Recommendation 3

Further articulate program goals. Whether approached from an outcome perspective or otherwise, it might prove beneficial for the faculty to elaborate upon its expectations for majors.

Program Response

No response

Dean's Response

It is disappointing that the LASO program has not responded to this suggestion, as it is a good one. The program should have a retreat to discuss such an articulation.

Recommendation 4

Greater efforts should be made in the area of faculty development. We recommend continued administrative support for attendance and participation through grants, travel awards, and conference stipends.

Program Response

Faculty development: the program would value and support continued administrative support for attendance and participation through grants, travel awards, and conference stipends.

Dean's Response

There are already numerous grants (internal and external) as well as travel and conference supports available to faculty. Many of these are the result of the collective agreement or external funding bodies.

Further LA&PS has multiple staff dedicated to aiding in discovering and applying for these grants. The Dean is always open to receiving and supporting specific proposals, as resource permit.

Recommendation 5

Highlight a LASO student group.

Program Response

Highlight a LASO student group: the Law and Society Student Association (LANDS) has been resurrected by a dedicated group of program students -

<https://yorku.collegiatelink.net/organization/LANDS/about>

The program offers the association annual funds for student activities and events. The program encourages faculty to welcome the association into their classrooms at the beginning of the academic year for a short orientation presentation.

Dean's Response

It appears that the program has addressed this recommendation. The program and Department of Social Science should continue to support and highlight this and other student groups.

Recommendation 6

Develop a first year seminar style course (1000-level) for Law and Society majors. This might alleviate some of the concerns of first-year students.

Program Response

Develop a first-year seminar style course for Law and Society majors: the program is looking into the logistical feasibility of offering a seminar-style course for our first-year majors. The number of incoming first-year students is high (approx.300) and so the ability to offer a class size of 25 students would take a great number of faculty resources which the program currently does not have.

Dean's Response

The idea of small section first year courses is one that has taken root in many programs across the country and the world. There is no necessity for these courses to be capped at 25 (50 is the collective agreement cap before a TA is required), there are courses such as this at York already (namely Modes of Reasoning), and there may be a logic to such a proposal. The program should investigate what the content and learning outcomes of such a change would be and, if they are interested in pursuing this option, submit a proposal to the Dean's Office. The resourcing question could then be investigated.

Recommendation 7

Outline and explain the role of the Undergraduate Program Director. It appears that the UPD holds arbitrary "power" and this unilateral "power" is both inconsistently wielded and without accountability.

Program Response

Outline and explain the role of the Undergraduate Program Director: better communication by the Department about the role of the UPD would be welcomed by the program.

Dean's Response

This is clearly an issue of Departmental governance and should be address as soon as possible by the Department of Social Science.

Recommendation 8

Is there a way in which the University can better support Unit 2 faculty? We are unsure if there is an answer to this but we are obliged to ask the question.

Program Response

The program welcomes the support of the University for Unit 2 faculty.

Dean's Response

The rights and responsibilities of Unit 2 faculty are governed by a collective agreement.. This is beyond the purview of the Faculty. If there are specific proposals, we are happy to support what lies within our jurisdiction if resources permit.

Recommendation 9

Connect undergraduate club related to major with Alumni Association to build a bond between the two that might allow for mentor/mentee relationships to develop.

Program Response

Connect the undergraduate club with the Alumni Association: the program is currently developing a list of alumni contacts and will be able to connect the program's student association with the alumni

Dean's Response

The Dean's Office agrees that there needs to be a better system for tracking and communicating with alumni and tying them to current students. We are in support of the program developing contact lists of alumni.

Recommendation 10

Create innovative ways, possibly e-books, with the Library to facilitate exploration.

Program Response

Library innovation/e-books: the program welcomes a robust library resource for the program.

Dean's Response

This recommendation seems outside of the scope of the Dean's Office, but, like the program, we support strong library resources and faculty and programs engaging with the library to develop them.

Recommendation 11

Incorporate more formal experiential learning into the course, possible in the form of some kind of required course enrichment component necessary in every class.

Program Response

The program is working towards the sharing and collaboration of teaching innovations and experiential learning techniques, strategies, and applications.

Dean's Response

The LASO program should develop an experiential learning plan to realize this general ambition. How is the program “working towards the sharing and collaboration of teaching innovations and experiential learning techniques, strategies, and applications.”

IMPLEMENTATION PLAN

Recommendation 1: Hire a field placement coordinator. It appears that there is a gap between input and output, particularly with field experiences. A field placement coordinator could close this gap and the right candidate could work on both LASO and CRIM, as well as related graduate programs.

With related programs in Social Science, the program will submit a request, with rationale, for a placement co-ordinator to the Dean’s Office.

Fall 2018

Recommendation 2: Create a digital pamphlet for dissemination on the major. A traditional hard-cover pamphlet is possible as well but a digital one makes more sense in contemporary times.

No action required: the program has responded to the recommendation.

Recommendation 3: Further articulate program goals. Whether approached from an outcome perspective or otherwise, it might prove beneficial for the faculty to elaborate upon its expectations for majors.

The program has articulated its program expectations in relation to the OCAV DLE framework and has mapped these to the program offerings and aligned with learning outcomes and assessments. The Joint Subcommittee on Quality Assurance (JSCQA) notes that the learning outcomes are quite general and that the sole objective for 4th year courses is preparation for graduate level study. The JSCQA agrees with the Dean’s recommendation that this review report recommendation be addressed by the program. The program will plan a retreat for the purpose of further articulating and broadening the program’s goals and report on the outcomes to the Department of Social Science and the Dean’s Office.

Fall 2018 for retreat; March 30 2019 for report

Recommendation 4: Greater efforts should be made in the area of faculty development. We recommend continued administrative support for attendance and participation through grants, travel awards, and conference stipends.

No action required: the dean’s response identifies opportunities available to the faculty.

Recommendation 5: Highlight a LASO student group.

No action required: the program has addressed the recommendation and will provide an update in the 18-month follow-up report

Recommendation 6: Develop a first year seminar style course (1000-level) for Law and Society majors. This might alleviate some of the concerns of first-year students.

The program will reflect on the suggestion, using a class-size of 50 as its model, and, in light of the outcomes of efforts to further articulate goals of the program (see recommendation 3), propose changes to the first year curriculum (and beyond) with implications for resources. A report will be provided to the Dean’s Office.

Fall 2018 retreat; March 30 2019 report to Dean's Office

Recommendation 7: Outline and explain the role of the Undergraduate Program Director. It appears that the UPD holds arbitrary "power" and this unilateral "power" is both inconsistently wielded and without accountability.

The Department of Social Science will investigate the reasons behind this recommendation and, if necessary, clarify the roles and responsibilities of the UPD in Departmental governance documents and develop individual and/or group orientation procedures for new UPD's and co-ordinators if necessary.

Fall 2018

Recommendation 8: Is there a way in which the University can better support Unit 2 faculty? We are unsure if there is an answer to this but we are obliged to ask the question.

No action required: this is an ongoing concern for the University and will be addressed.

Ongoing

Recommendation 9: Connect undergraduate club related to major with Alumni Association to build a bond between the two that might allow for mentor/mentee relationships to develop. Vice Provost Academic, on behalf of all Faculties to resume discussion with Alumni Affairs in order to advance collaborative efforts to track graduating students and seek their input on their York experience.

Recommendation 10: Create innovative ways, possibly e-books, with the Library to facilitate exploration

Program, along with other Social Science programs, to meet with Librarians to explore co-development of an initiative, perhaps to culminate in an Academic Innovation Fund proposal.

Fall 2018

Recommendation 11: Incorporate more formal experiential learning into the course, possible in the form of some kind of required course enrichment component necessary in every class.

In consultation with the LA&PS Experiential Learning Co-ordinator, the program will develop an experiential learning plan.

Fall 2018

YORK UNIVERSITY
Final Assessment Report

SOCIO-LEGAL STUDIES

Faculty of Liberal Arts and Professional Studies and
the Faculty of Graduate Studies

Socio-Legal Studies, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

MA Program in Socio-Legal Studies
PhD Program in Socio-Legal Studies

Reviewers appointed by the Vice-Provost Academic:

Dr. Gillian Balfour, Associate Professor, Sociology, Trent University
Dr. Bryan Hogeveen, Associate Professor, Sociology, University of Alberta
Dr. Aaron Lorenz, Dean, School of Social Science and Human Service, Ramapo College of New Jersey
Dr. Sonia Lawrence, Associate Dean, Research, Director Graduate Law Program, Director Institute for Feminist Legal Studies, Osgoode Hall Law School, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: August 19, 2016
Date of the Site Visit: October 18-19, 2016
Review Report received: December 16, 2016
Program Response received: March 16, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 18-19, 2016

The reviewers first meeting was with Barbara Crow, Dean of Graduate Studies and was followed by an opportunity to meet with the following individuals: Associate Dean Programs, LA&PS, J.J. McMurtry; Chair of Department of Social Science, Amanda Glasbeek; SLST Graduate Program Director, Soren Frederiksen; Undergraduate Program Director, Peggy Keall; Criminology Program Coordinator, Anita Lam; Law and Society Program Coordinator, Allyson Lunny. The reviewers met with university librarians, graduate faculty members, and with a group of graduate students.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Socio-legal Studies as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The Socio-Legal Studies (SLST) Graduate Program is nestled in the Department of Social Science. The program admitted its first cohort of Masters students in 2008 and the first PhD students were admitted in 2010. The reviewers state, "The SLST program contributes notably to the Faculty and to the University and should thus be commended for its part in enhancing the national and international reputation of York University." They note further that, "Students are exposed to historical and comparative perspectives centred in an approach that takes seriously a broad and inclusive definition of the law."

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

Recommendations Summary:

The SLST Program is exemplary in many ways. It brings together an exceptional group of dedicated Faculty members working in diverse fields who offer an outstanding learning environment for graduate students interested in the broad study of law and its place in the social milieu. The Program is commended for its reflexivity and openness to mend problem areas and respond to emerging areas of student interest and concern. It is clear that the SLST Program is well-situated and is committed to offering the finest interdisciplinary graduate education.

Toward reinforcing and bolstering the Program, the reviewers offer the following five recommendations.

In response the Program indicates the following: We accept all five recommendations. They nicely complement the areas we identified under section. 7.1 of the Self-Study. They must be responded to through the usual collegial self-governance processes of the program, since none of these are issues that the Director alone can address.

Recommendation 1

We urge the Program to thoroughly think through and examine the comprehensive examination requirement.

Program Response

We accept all five recommendations. They nicely complement the areas we identified under section. 7.1 of the Self-Study. They must be responded to through the usual collegial self-governance processes of the program, since none of these are issues that the Director alone can address. However, we can generally outline the how the program will respond to them as follows:

Recommendation 1.

Changes to the comprehensive exams process and the content of the exam lists will be the task of the Curriculum Committee, which will report to Program Council. This is also the case for other PhD program changes as outlined in the Self-Study.

Dean's Response

The willingness of SLST to examine the comprehensive exam requirement through the Curriculum Committee and Program Council satisfies this recommendation. They should complete this examination and report to the Associate Dean Graduate Studies and Research and FGS about the results of this process.

Recommendation 2

We suggest that the Program develops more and diverse ways to recruit students into the PhD and MA programs.

Program Response

Program recruitment is the responsibility of the Director, but very few resources are made available to graduate programs to address recruitment issues. In practice, most recruitment is through our website or by word of mouth, as acknowledged by the reviewers. Despite this, we note that our application numbers continue to improve, with 113 applicants as of this writing, 28 to the PhD program. The Director will work with FGS on this both to improve recruitment but also to continue to improve acceptance rates. We will work with the undergraduate programs to set up a graduate education event as contemplated by the reviewers as well as with the new-appointed departmental Web and Communication Assistant to improve our website. We will ask our faculty to correspond with leading scholars of socio-legal studies and criminology in undergraduate programs across the country to attempt to identify and recruit their most promising students for graduate study.

Dean's Response

The SLST response to this recommendation is robust and well conceived. We look forward to hearing about and seeing the results of this activity. To this end the program should inform the Associate Dean Graduate Studies and Research and FGS of their progress after the next recruitment cycle.

Recommendation 3

We call upon the faculty to develop a Program level professional development strategy for MA and PhD students.

Program Response

Development of a professional development initiative will fall to the Curriculum Committee.

Dean's Response

Articulation of a professional development strategy for MA and Ph.D. students would be helpful and the program should commit to a timeline, ideally for September 2019 which will require submission of a curricular change to FGS in fall 2018

Recommendation 4

Given the centrality of interdisciplinarity to SLST and to the larger Department in which it is situated, we urge the Program to broaden the contemporary view of this foundational principle by seeking collaborations and connections from every corner of the York University campus

Program Response

Changes to the program vision fall to the program as a whole, through the Program Council. A fulsome response to this recommendation requires both practical and attitudinal changes both within the program but also at the Decanal and University levels. This, along with the changes contemplated under the headings 1 and 3 could be the subject of a program retreat.

Dean's Response

The Dean's Office agrees that a program retreat to address this recommendation would be appropriate.

Recommendation 5

We call upon the Program to both continue its efforts and to develop new initiatives to combat student concerns about systemic racism and feelings of isolation.

Program Response

We are responding to this presently, for example by coordinating with the Student's association to organize a session for current students. However, we need to move beyond this and address these issues on an ongoing basis by striking a committee to explicitly address equity concerns both now and in the future so that this response is institutionalized within our program.

Dean's Response

The Dean's Office is in support of an ongoing committee to discuss equity in SLST and perhaps in the Department of Social Science more broadly. However this would be a program/Department initiative

IMPLEMENTATION PLAN

Recommendation 1: We urge the Program to thoroughly think through and examine the comprehensive examination requirement.

Program members and Director to develop revised comprehensive exam requirement and submit to FGS Curriculum Committee for approval, to the Program Council, and Academic Standards Curriculum and Pedagogy (if necessary). LAPS Associate Dean Research and Graduate Studies and Dean of FGS will be informed.

Fall 2018

Recommendation 2: We suggest that the Program develops more and diverse ways to recruit students into the PhD and MA programs.

Program members and Director to report progress and outcomes of its proposed efforts to Associate Dean Research and Graduate Studies and FGS
Sept 2018 and 2019

Recommendation 3: We call upon the faculty to develop a Program level professional development strategy for MA and PhD students.

The Program's curriculum committee will develop a proposal and submit to FGS Council for discussion.
Fall 2018

Recommendation 4: Given the centrality of interdisciplinarity to SLST and to the larger Department in which it is situated, we urge the Program to broaden the contemporary view of this foundational principle by seeking collaborations and connections from every corner of the York University campus.

The program Council will plan a retreat to address the role and qualities of interdisciplinarity and submit a report to the Associate Dean Research and Graduate Studies by December 2018

Recommendation 5: We call upon the Program to both continue its efforts and to develop new initiatives to combat student concerns about systemic racism and feelings of isolation.

No action required: the program is committed to establishing an equity committee and is encouraged to work with the Department of Social Science for a broader reach.

York University

Final Assessment Report

URBAN STUDIES

Faculty of Liberal Arts and Professional Studies

Urban Studies Undergraduate Program, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

Specialized Honours BA in Urban studies
Specialized Honours BA in Geography and Urban Studies
Honours BA in Urban Studies
Honours (Double Major, Major/Minor, Minor/Major) BA in Urban Studies
International BA in Urban Studies
Ordinary BA in Urban Studies

Reviewers appointed by the Vice-Provost Academic:

Dr. Olena Hankivsky, Professor, School of Public Policy, Simon Fraser University
Dr. David Wilson, Professor, Geography and Geography Information, University of Illinois Champaign
Dr. Robert Drummond, Professor, Political Science, York University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: August 19, 2016
Date of the Site Visit: October 20, 2016
Review Report received: January 17, 2017
Program Response received: March 16, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Site Visit: October 20, 2016

The reviewers began their meeting with Alice Pitt, Vice-Provost Academic. Meetings were held with JJ. McMurtry, Associate Dean Programs in the Faculty of Liberal Arts and Professional Studies, with Urban Studies faculty members, with students, and with the University Librarian. The also met with the Chair of Social Science, Amanda Glasbeek, the Undergraduate Program Coordinator, Peggy Neall, and with the Urban Studies Program Coordinator.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Urban Studies as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The Reviewers noted that, "...Urban Studies delivers a curriculum and modes of instruction that.....emphasize the interrogation of cities and urban processes. This program...in seeking answers and solutions to Toronto's many growth and development concerns, fulfills these objectives through diverse and flexible curricula." They noted that the Urban Studies program is "closely tailored to the current state of the discipline and recent developments in the social sciences. Lecture topics and readings.....capture the latest trends in urban social and political theory. Here ongoing debates about people, place change, and global developments are incisively incorporated into the curriculum."

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

From the Reviewers, "We believe that **Urban Studies** at York University is a unique and important program. It is, in a central way, the major face of the College and University in embodying the spirit of critically interrogating and improving Toronto, urban Canada, and beyond. Its teaching, research, and service mission is fundamentally strong but now faces a number of issues that need to be addressed. To bolster this program, we suggest 9 recommendations that follow."

Recommendation 1

The Program needs to continue to strengthen and nuance its currency and relevance – with rapid changes in the discipline of urban studies, the Program needs to absorb these and position itself for further absorption in the future. Urban Studies is currently well situated for capturing these latest trends. We suggest that even stronger ties to 2 highly relevant units on campus be forged, geography and environmental studies. This should involve further efforts at collaborative teaching and research, and continued involvement with the York inter-disciplinary institutes (City Institute, Institute for Social Research).

Program Response

The program is currently mid way through implementing major structural changes to the curriculum of the Urban Studies degree with an emphasis on introducing topics that need addressing in a 21st century program of Urban Studies.

In 2016-17 Urban Studies became a direct entry program (rather than delayed entry) with the introduction of a new 1000-level program core and Gen. Ed. course, World of Cities: Journeys through Urban Space and Time.

We have devised three new pathways to completion of the degree, which have involved the complete restructuring of our 3000 level courses, all of which have been converted into half courses to provide students with more flexibility and variety in terms of choice of course and ease of completing requirements. This includes our 3000 level core course on Urban Analysis (research methods) which has been divided into two new half courses AP/SOSC 3701 3.0 Urban Analysis I and AP/SOSC 3702 3.0 Urban Analysis II: Research Project.

The three pathways constitute:

- a. Global Urbanism: with a new half course entitled SOSC 3713 3.0 Global Urbanism as the entry course into this pathway;

b. Urban Governance (Policy, Politics, Finance): with a new compulsory half course entitled SOSC 3745 3.0 Urban Governance, Politics and Policy as the entry course into this pathway;

c. Urban Community, Environment and Planning: with the introduction of a new half course SOSC3718 Introduction to Urban Design and the revision of an existing full year course (SOSC 3710 6.0 Theory and Practice of Urban Planning) into two half courses,
SOSC 3711 3.0 (F) Theory and Practice of Urban Planning I: Ideas and Themes and
SOSC 3712 3.0 (W) Theory and Practice of Urban Planning II: Planning Workshop.

Between 2016–19 we are introducing a number of other new half courses:

SOSC 3715 3.0 The Urban Professional;

SOSC 3714 3.0 Cities and Climate Change;

SOSC 3717 3.0 Urban Transportation;

SOSC 3718 3.0 Introduction to Urban Design;

SOSC 3719 3.0 Mapping the City;

SOSC 3760 3.0 The Toronto Urban Region: Community, Environment and Planning;

SOSC 30xx The Planning Profession (to be taught by alumnae)

and SOSC 3716 The Urban Economy

At the 4000 level we have introduced a new core course SOSC 4713 6.0 Seminar in Critical Urban Studies (that can be offered as an alternative to SOSC 4700 Urban Studies Seminar and SOSC 4735 Seminar in Urban Theory).

Strengthening ties to Geography and Environmental Studies is a moot point with plans underway for the Geography Department to leave LA&PS and join FES in a new faculty. Urban Studies has been invited to join the new faculty and one member of the program is attending meetings about the new faculty. Discussion about whether to stay in the Department of Social Science or join the new faculty has commenced.

Dean's Response

The curricular additions in Urban Studies are thorough and well conceived. However the program should review its “courses by level” and “option courses” lists on its website with an eye towards narrowing the focus and focusing on the learning outcomes that these type of courses offer to URST students. There are simply too many choices for students to have a coherent learning experience (and many of these courses could simply be “found” by students as electives). There is also the question, with other programs in Social Science moving away from core/general education courses, why Urban Studies believes it is a good idea pedagogically or in terms of learning outcomes to have 1733 double as both? In our opinion, it should be delinked. This position has recently been strongly supported in the General Education town halls, and the CCPS and the APPC committees of Faculty Council.

Recommendation 2

The Program must secure its 3 new faculty lines that have been proposed -- Urban Studies, with more than 110 majors and providing a strong service component to the College and University, needs to enlarge its full-time faculty. The Program has not hired a full-time faculty member in nearly 10 years, and overly relies on contractually limited faculty to fulfill its teaching mission. This faculty is not structured to play a major role in program governance and planning. Numerous faculty in Urban Studies have strong international reputations from their scholarly activities, and they and the others bear an increasing burden of doing too much with too few in numbers. If full-time faculty falls to two in the next number of years as anticipated, the viability of Urban Studies to fulfill its mission will be severely threatened.

Program Response

The program is fully aware of the need to supplement our full time faculty component. We currently have 4.5 full time faculty members, two of whom are due to retire in 2018. We also have one full time CLA until 2018. Due to high levels of engagement in administrative positions and research based course releases we rely on par-time faculty members to also teach in the program. If the program stays in LA&PS but some faculty members move to anew faculty the future of the program will be in jeopardy. We are submitting a proposal for one tenure track teaching position in the program to start in 2018.

Dean's Response

Hiring occurs in a yearly cycle and the Dean's Office encourages URST to rank its hiring priorities for URST based on the four "pillars" outlined by the Dean – curricular innovation, collaboration, enrolment and recruitment patterns, and curricular clarity. In the meantime, 2 CLA appointments have been approved for 2018-2020.

Recommendation 3

The Program needs to strengthen its offer of applied/job oriented knowledge in the curriculum – the Program rightfully centers inter- disciplinary, critical knowledge in its curriculum, but under- emphasizes the applied aspects of urban studies. Students feel this is a central limitation of the Program. Faculty also note this shortcoming in discussions with us. Much of this concern is driven by tightening labor markets across Toronto and Canada, and fears that an education in urban studies may not be preparing and situating students for being job competitive.

We suggest a four-pronged strategy.

First, existing courses where relevant consider adding a meaningful applied/job oriented component to them.

Second, new courses be developed around this theme. These should be selectively and judiciously added considering the recent addition of new classes in the Program amid strained capacities to deliver them.

Third, that the Urban Studies Certificate (currently no students are enrolled in this) and its benefits be better advertised across campus and across Toronto. Discussions with students suggest that too few students and people in Toronto know of this initiative.

Fourth, that the Co-Op initiative be expanded beyond the requirement that students must be fourth year to participate. This is an important offering in providing students an on-the-ground work experience, and permitting third year students entrance into this would enhance their jobs skills and job prospects upon graduation. Since next year the prerequisite course “The Urban Professional” will become a requirement, we believe that both this class and the Co-Op can be offered at the same time.

Program Response

1. This would be a difficult objective to achieve given the academic nature of the program and the already heavy load that students take on. We do however have a number of courses that have an applied or job oriented component to them. We have introduced a new half course SOSC 3715 3.0 The Urban Professional, which introduces students to a range of issues central to addressing the world of work. We are also submitting a proposal for a new 3000 level course entitled The Planning Profession, which will be taught by two planning professionals who are both alumnae of the program and will be able to be taken concurrently with SOSC 3711 and SOSC 3712 (which also have an applied component to them). We also mount SOSC 4710 Urban Field Experience, which is a work placement course. Finally, we have plans to develop a professional certificate. Currently professional certificates exist in undergraduate programs in LA&PS, but are exclusively available in the “professional” departments: Administrative Studies (financial planning), Human Resources Management, etc. A professional certificate would allow Urban Studies to offer a concurrent or post-BA degree giving students the option of an intensive set of courses culminating in a certificate, akin to the certificate proposal submitted by BUSO in 2016-17 (Professional Certificate in Business Fundamentals for Non-Profits and Co-operatives).

This would be a stand-alone certificate (not concurrent with a degree program) and would focus on current issues and technical skills for urban practitioners. Some of the courses developed for the certificate may be taught by urban practitioners, including our alumnae wherever possible. It would likely be earned by a structured set of ~24 (30) credits. Details of the certificate are still under review, but at least half of the credits are likely to be specialized to new professionally- oriented courses in the fields of planning, community based initiatives, real estate, transportation and so forth. The certificate would not be open to current students in URST.

2. The proposed course at the 3000 level course *The Planning Profession* fulfills this requirement.

3. We are currently planning changes to the existing certificate to make it more attractive and will discuss with the Dean's office ways in which its existence can be better promoted.
4. We are reluctant to take this suggestion on board. The course (capped at n=25) is already at capacity and the only way we can open it up to 3000 level students is by mounting another section, and this would require new faculty. Moreover, we have made the 3000 level course, *The Urban Professional*, a pre-requisite to SOSOC4710

Dean's Response

The Dean's Office is broadly in support of the URST program's response to these four points and is eager to work with the program to help develop a professional certificate through the curriculum manager and Associate Dean Programs.

Recommendation 4

Urban Studies needs to advertise its content and purpose more widely and more directly – at the moment, the Program is misunderstood by too many in its content and goals. Many students note that they declared an urban studies major thinking this program was either identical to or remarkably similar to urban planning. This is not the case, and clarification should be made clear on the Program's new web site, at College and university job fairs, and at student meetings with advisers and guidance counselors.

Program Response

We are aware that there are some students who assume they are taking a degree program that will qualify them to go into planning. We have however always emphasized that it is a liberal arts program that contains some courses that address planning issues. We will further reinforce this by putting a statement on the Urban Studies website and in our calendar that Urban Studies is not a planning degree

Dean's Response

The Dean's Office, in collaboration with Departments and programs, has over the last year facilitated a content overhaul of program websites. This should make the identity of the program clear to students and this website information forms the basis of communication in recruitment events and for faculty advisors. We are always open to updating this information if a program requests.

Recommendation 5

The Program should use alumni to add more realism and groundedness to the Urban Studies curriculum and planning trajectories– at the moment, alumni of the Program are peripherally tapped for involvement in Program functions and planning. They represent a potentially valuable resource who could be mobilized to speak to students

about what urban studies is, what jobs majors obtain, what skills they need to obtain decent employment, and provide valuable input into program and curriculum development. In this vein, students note the tendency for courses to at times be removed from on-the-ground realities, processes, and concerns. Students also note the beneficial outcomes when alums lectured and presented in spots.

Program Response

We find this statement somewhat strange as we involve our alumnae in a number of different ways. We regularly invite alumnae and other professionals into The Theory and Practice of Urban Planning, The Urban Professional, Urban Field Experience and Introduction to Urban Design. Indeed, three of our alumnae have created awards in the program: Marion Miller, the Lynn M. Bell, the Mohamed Naim Malik awards. We also address on-the-ground realities in virtually all our courses (*eg. Cities and Climate Change; Urban Transportation*).

Dean's Response

We support the leveraging of alumni to support programs and note that the URST program has a strong record of involving alumni. That said we agree that there needs to be a better system for tracking and communicating with alumni. However the central alumni office is cautious about sharing the information about alumni.

Recommendation 6

Every Urban Studies major should be required to participate in advisement – At the moment, advisement is not required for continued enrollment in the program. In this reality, many students fail to be advised and miss taking the most efficient set of classes that would enable a smooth and orderly graduation (more than 60 percent of majors note that they have not been in contact with the Program Director). Students note this shortcoming, and many end up taking classes that they would not have been recommended for them to take.

Program Response

In addition to our Undergraduate Program Assistant, whose job description includes advising, the Department of Social Science now has 2 full time student advisers who are knowledgeable about our program and can usefully provide advice.

Notwithstanding these opportunities in the Department we agree that it is better for students to be advised by faculty members in the program and we intend to make advising compulsory and to establish Advising Days for students in the program starting in the academic year 2017-2018.

Students will be advised yearly, but only at the start and end of their degrees must this be done by a faculty member, at the start to discuss the student's interests and direct them towards the grouping that would most suit those interests, and at the end to ensure that they are on the path to graduation and to discuss what they will do post-URST. Second and third year advising will be done by the Department of Social Science advisers. If students have specific questions about courses or paths, then they

can also meet with the program coordinator. We will ensure that the sizable proportion of our students who are taking an 90-credit BA, and who graduate in year 3, will also get end of degree advising. Advising procedures will be advertised in class as well as through class listservs.

Dean's Response

The embedding of advisors in Departments has had a very strong positive impact on students. We support the program's commitment to clear advising protocols as well as its commitment to faculty advising.

Recommendation 7

The Program must upgrade its process of advising – currently, the UPS undergraduate program assistant can advise on URST requirements only. The 2 staff members who are “faculty advisors” have tremendous advising burdens with more than 110 majors. We recommend that either the resources be found to hire at least one more advisor and/or full-time faculty assume a deeper responsibility for advisement of students. The dilemma, of course, is faculty are already severely burdened by job tasks given their work realities already outlined. Technically, faculty are empowered and supposed to perform this role, but this task is not surprisingly often neglected or marginalized as research, teaching, and department administering and governance take precedence.

Program Response

See Recommendation 6.

Dean's Response

See Recommendation 6.

Recommendation 8

The University and Urban Studies Program needs to better equip teaching assistants for classroom responsibilities – Students express concerns about TA performance in the classroom, citing inexperience and lack of quality lecturing as problems. We believe that this problem can be minimized if the Department of Social Sciences and Faculty of Liberal Arts and Professional Studies commit to providing teaching assistant orientation sessions that are required and faculty work more closely to mentor TAs. This two-pronged strategy would involve a minor commitment of resources, upgrade the preparedness of TAs, and greatly enhance the student's educational experience. At the moment, there is a one-day workshop for TAs but it is optional. The Teaching Commons and coordinator of the department's foundation courses sponsor TA workshops but again they are optional and seemingly too few attend.

Program Response

We find this comment somewhat strange as we only have 3 TAs in Urban Studies courses (SOSC1733 (in which there are 2, one of whom is the CD) and one in SOSC2710) and we have usually been able to ensure that our TAs are our alumnae or with qualifications in 6 related fields. We do appreciate however that students are exposed to TAs in other programs or departments that they can take as part of their Urban Studies degree but we have no control over their suitability.

Dean's Response

There are a number of voluntary supports for TAs and faculty members to improve their teaching such as the Teaching Commons. This is an issue we are well aware of and are eager to work with the union and programs and departments to improve.

Recommendation 9

The Program needs to trim its course offerings for students at the third and fourth year levels – At the moment, Urban Studies has nearly 100 course choices for third and fourth year students collectively, a reality that is difficult to sustain (with its more than 110 majors). We recommend that a Program subcommittee be formed to carefully explore the content and enrollment of these courses, and move to eliminate the seldom and never to be taught ones and the impossible to be taught ones. Here courses slated to stay taught need to both match faculty interests and be deemed highly relevant to the Program's curricular content.

Program Response

We need to clarify that many of these 100 courses are not offered by Urban Studies, but by other departments, and simply recognized by Urban Studies. But we agree that we should have greater quality control over what we recognize and do some pruning of the extended list. We are currently investigating which courses on our books have not been taught in the last five years. We also intend to group the 3000 offerings into the three pathways making it clearer to students how to choose between offerings.

Dean's Response

The Dean's Office agrees that the course offerings in the extended list should be pruned (see Recommendation 1 above). We are also in support of the URST program grouping courses into pathways to provide clarity to students.

IMPLEMENTATION PLAN

Note: some recommendations have been abbreviated.

Recommendation 1: The Program needs to continue to strengthen and nuance its currency and relevance – with rapid changes in the discipline of urban studies, the Program needs to absorb these and position itself for further absorption in the future. Urban Studies is currently well situated for capturing these latest trends. We suggest that even stronger ties to 2 highly relevant units on campus be forged, geography and environmental studies. This should involve further efforts at collaborative teaching and research, and continued involvement with the York inter-disciplinary institutes (City Institute, Institute for Social Research).

Program, in consultation with Associate Dean Programs and Curriculum Manager, to review expanded course offerings with program learning outcomes in mind and delinking the general education offering from the core.

Summer 2018 for review of courses, submit proposal for changes Fall 2018

Recommendation 2: The Program must secure its 3 new faculty lines that have been proposed -- Urban Studies, with more than 110 majors and providing a strong service component to the College and University, needs to enlarge its full-time faculty.

The Program has developed a proposal that identifies its hiring priorities and will revise the proposal to rank the priorities and address the four “pillars” outlined by the Dean – curricular innovation, collaboration, enrolment and recruitment patterns, and curricular clarity. Two CLA appointments have been approved for 2018-2020.

Summer 2018

Recommendation 3: The Program needs to strengthen its offer of applied/job oriented knowledge in the curriculum – the Program rightfully centers inter-disciplinary, critical knowledge in its curriculum, but under-emphasizes the applied aspects of urban studies. Students feel this is a central limitation of the Program.

Program will develop a proposal that supports greater professionalization opportunities by way of experiential education. A stand alone certificate should be contemplated only once the needs of undergraduate students have been met.

Sept 2018

Recommendation 4: Urban Studies needs to advertise its content and purpose more widely and more directly – at the moment, the Program is misunderstood by too many in its content and goals.

No action required: Improved website information ensures that students understand that the program is a liberal arts and not an urban planning program.

Recommendation 5: The Program should use alumni to add more realism and groundedness to the Urban Studies curriculum and planning trajectories.

Vice Provost Academic, on behalf of all Faculties to resume discussion with Alumni Affairs in order to advance collaborative efforts to track graduating students and seek their input on their York experience.

Recommendation 6: Every Urban Studies major should be required to participate in advisement.

No action required: new provisions in the Faculty and Department ensure that advising is well-managed.

Recommendation 7: The Program must upgrade its process of advising – currently, the UPS undergraduate program assistant can advise on URST requirements only.

No action required. See above

Recommendation 8: The University and Urban Studies Program needs to better equip teaching assistants for classroom responsibilities

No action required: the small number of courses that requires TA support does not warrant action

Recommendation 9: The Program needs to trim its course offerings for students at the third and fourth year levels....

No action required: As the Program reviews its curriculum, with a view to provide greater program coherence, extended list courses will be reviewed and determinations made as to whether or not they retain relevance and are willing to serve Urban Studies students. See Recommendation 1

YORK UNIVERSITY
Final Assessment Report

WORK AND LABOUR STUDIES

Faculty of Liberal Arts and Professional Studies

Work and Labour Studies Program, Department of Social Science

Cyclical Program Review – 2008 to 2015

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

Program(s) Reviewed

Honours BA
Honours BA Double Major
Honours BA Double Major Interdisciplinary (Linked)
Honours BA Major/Minor
Honours BA Minor

Reviewers appointed by the Vice-Provost Academic:


Dr. Kendra Coulter, Associate Professor, Centre for Labour Studies,
Brock University

Cyclical Program Review Key Milestones

Cyclical Program Review Launch: September 2015
Self-study submitted to Vice-Provost Academic: September 12, 2016
Date of the Site Visit: Desk Audit
Review Report received: November 28, 2016
Program Response received: February 2, 2017
Dean's Response received: May 2018

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
May 2018

Submitted by Alice Pitt, Vice-Provost Academic, York University



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

Desk Audit in lieu of Site Visit

All of the programs housed within the Department of Social Science launched a cyclical program review under the York University Quality Assurance Protocol in Fall of 2015. Work and Labour Studies, as a program within Social Science, presented a dilemma: the program did not have a coordinator to take the lead on preparation of a self-study document. The only full-time tenured faculty member was not available to take the lead, and it did not seem appropriate to ask a limited-term faculty member to undertake this task. Given program interdependencies and the commitment to collaboration among programs at the level of the Department, it was imperative to include Work and Labour Studies in the review. Moreover, it was not clear that a delay in launching the review would yield the desired results. In order to include the program in the Social Science Review, some modifications to the process were required.

At the behest of the Vice Provost Academic, the Associate Dean, Programs, for Liberal Arts and Professional Studies provided an overview of the program from his perspective. He was well-positioned to do so, given his role as Chair of the Department until January 2016, when he assumed the Associate Dean role. In order to secure the best advice for this small program with dwindling faculty support and declining student interest, the Vice Provost invited a subject matter expert, drawn from a list generated by those affiliated with the program, to conduct a desk audit in lieu of a site visit. With modest revisions to the template for the external review report, the Vice Provost is satisfied that the report we received and the responses to it position us well to conclude the CPR.

Outcome:

An implementation plan has been approved that addresses the recommendations.

The Joint Sub-Committee on Quality Assurance concurred with the recommendation of the Vice-Provost Academic that a post-CPR review involving the Department of Social Science is required in light of the departmental omnibus statement and the Dean's statement on departmental challenges. The outcomes of this departmental review, which will be undertaken collaboratively with the Office of the Vice-Provost, the Office of the Dean of Liberal Arts and Professional Studies and the Department, will form part of the 18 month program Follow-up Report for Work and Labour Studies as well as other programs housed in the Department. The Follow-up Report will provide an update on specific aspects of the implementation plan resulting from the cyclical program review as well as any further recommendations or action plans made in consideration of the Departmental Review.

The Follow-up Report will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (January 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

Program Description and Strengths:

The Work and Labour Studies (WLKS) program has a long history at York University, serving both a small but dedicated number of majors and minors as well as a broad student population through its general education courses and course offerings which are cross-listed in a number of other programs. In 2010 the program renamed itself from Labour Studies to Work and Labour Studies. The change recognizes a shift in the field that enriches the well-established industrial relations perspective with a broader concern with the global workplace and the international political economy of work, and also responds to profound, controversial changes in the world of work that have been shaking up the regulatory systems of the labour market, increasing precarious employment, and provoking searching debates about public policy.

The Review Report states that the program in its current form is sound in terms of structure and content.

Reviewer Recommendations and Program and Dean's Response

Below is the list of recommendations from the external reviewers, along with the program response, the Dean's analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

The Dean begins his response to the reviewer recommendations with this preamble:

As articulated in many of the documents in the Cyclical Program Review the Work and Labour Studies Program housed in the Department of Social Science is experiencing a number of challenges – most importantly the declining number of tenured faculty (mostly through appointment to other Departments or Universities) and a slow but marked decline in majors. While these issues are addressed specifically below, the Dean's Office is concerned that the program has underlying structural issues that will not be addressed without a critical examination of the viability of the program as it is currently structured. It is particularly concerning that three tenured faculty appointed to the program all chose to leave and largely sever their connections, an ORU dedicated to a highly relevant area of research seems disengaged from the program, other faculty who work in the area have seemingly been stubbornly resistant to working in a formal way with the program, and the Department of Social Science despite its "ecosystem" approach has struggled to find a co-ordinator or champion for the program. It would be most helpful if the Department of Social Science and the WLKS program engaged these apparent structural issues directly and made clear suggestions on how they might best be addressed either by supporting the program rearticulating itself, or by suggesting ways in which the subject matter and often excellent courses could be integrated into the Department such as a stream in the Interdisciplinary Social Science program. The Dean's Office is eager to participate in such conversations.

Recommendations and Responses

The reviewers note: “The program in its current form is sound in terms of structure and content. The most serious and dire issue is, of course, the lack of faculty members. If this program is to exist, modest but immediate investments must be made. The current situation undermines the quality of current students’ experiences and contributes to a perceived volatility which further undermines the numerical case for the program. The program can effectively operate with a modest number of collaborative permanent faculty members (3-4) who commit to their share of service and teaching.”

Recommendation 1

The most serious and dire issue is, of course, the lack of faculty members. If this program is to exist, modest but immediate investments must be made. The current situation undermines the quality of current students’ experiences and contributes to a perceived volatility which further undermines the numerical case for the program. The program can effectively operate with a modest number of collaborative permanent faculty members (3-4) who commit to their share of service and teaching. I recommend that retirements and departures be replaced. This is the most substantive and foundational issue, without question.

Program Response

Replace retirements with 3-4 permanent hires

- 1a. 1 permanent hire in winter 2017 to start summer 2017
- 1b. 2 permanent hires in fall 2017 to start summer 2018
- 1c. 1 permanent hire in fall 2018 to start summer 2019 Make immediate modest investments
- 2a. 2017: invest in 1 permanent hire.
- 2b. 2017: invest in repairing damage to WKLS. 2c. 2017: invest in repairing student morale.
- 2d. 2017-2019: invest in bringing adult unionists to study in WKLS.

Dean’s Response

In 2016/17 WKLS had 61 students enrolled in the program (down from 66 in 2014/15 and 67 in 2015/16) according to OIPA data.

While the Dean’s Office recognizes the problem of faculty complement in this program (currently one tenured and one CLA) with student numbers relatively low and significant demand for resources across the faculty it is impossible to conceive of an investment of 3 – 4 hires (which would give the program an 11.5/1 student to faculty ratio) over a 2 to 3 year period. It is unclear what the program means by investing in “repairing damage to WKLS” or “invest in repairing student morale”. The suggestion that there be an investment in “bringing adult unionists to study in WKLS” is also unclear.

Recommendation 2

I recommend the immediate appointment of an interim coordinator to commence her/his work at the beginning of the winter term with appropriate course release or the equivalent. Current students need to have a reliable contact and resource, and this step would go a long way towards creating stability in the short term.

Program Response

No response from program

Dean's Response

A co-ordinator for this program, either from within the program or from outside, would be most welcome. We encourage the program and the Department of Social Science to find a willing candidate. The absence of such a candidate is concerning especially for the long-term viability of the program.

Recommendation 3

I also recommend the identification of an internal champion who recognizes the value of the work and labour studies program and its place in York's future.

Program Response

Carla Lipsig-Mummé. Full Prof. WKLS since 1990; Developer & instructor of Placement course; Lead, SSHRC Partnership & CURA grants (2010-2021). Students employed in these grants. External Advisory Council with local & national unions & NGOs as members.

Dean's Response

As the only tenured faculty member in the program Dr. Lipsig-Mumme is obviously a champion of the WKLS program. However what is needed for the program is for other champions to step forward, especially given Dr. Lipsig-Mumme's active research agenda. Perhaps the Department of Social Science could identify such a champion? As for the External Advisory Council this would be welcome should the program decide to develop it.

Recommendation 4

There are a number of faculty members in other programs with an interest in work and labour issues who could potentially be enticed to play a larger role in the WKLS program if they knew the University was committed to its future, and if their existing responsibilities and loads were lightened to make room for additional commitments

Program Response

Efforts to recruit have failed since 2015. However a number of instructors teach WKLS-credited courses, from their base departments.

Dean’s Response

One of our greatest concerns has been the inability of the WKLS program or the Department of Social Science to identify other faculty members who are willing to work with the program or Department to bolster the WKLS program. It is unclear what “lighten their load” means in this context, but if the suggestion is partial secondment to WKLS the Dean’s Office would be willing to help to facilitate this.

Recommendation 5

With new faculty resources, introduction of a new course in a recruitment-friendly topical area (e.g. labour and popular culture, labour and sport) would broaden the appeal to students. An online or mixed-delivery course would also be a strategic addition.

Program Response

Labour & Climate Change—already proposed (taught 2015 in ISS).
 Mobile Worlds (4th yr) to be taught again after a lapse of a few years: links work, labour and migration.
 Mixed delivery courses, for mature workers starting 2018, geared to 3 or 4 year degrees.
 Topical courses (to align with new hires). Research methods course to be introduced.
 6f. Summer placement course to be introduced. Certificate developed and offered.

Dean’s Response

It is the preference of the Dean’s Office that curricular clarity and innovation drive, at least partially, resource allocation rather than resources driving curriculum. It is not clear that “recruitment-friendly” course titles or content drive applications or enrollment as other experiments in LA&PS have demonstrated. Further the list of new courses suggested by the program would all presumably be at the senior level where there are already sufficient choices and excellent placement courses.

Recommendation 6

I suggest the program build on its strength in local-global issues, and the successful Global Labour Research Centre if looking to establish and promote a distinctive identity.

Program Response

Work with unions to engage students in the unions’ international links. This is now happening with Labour and Climate Change, & for a number of WKLS Honours or recently graduated students. Student employment in international research programmes encouraged. Students employed in 2 SSHRC grants directed by WKLS’ senior academic. Greater student engagement through research.

International summer internships with international labour movement, for honours students. Scholarships for international research or practicums.

Dean's Response

The Dean's Office is concerned that the potential links with the GLRC does not seem to lead to any collaborative activity or identification of a champion/s for the program, or programmatic curricular renewal. In terms of local-global issues the program should embed these issues in the curriculum.

IMPLEMENTATION PLAN

Note: Recommendations have been abbreviated in this Implementation Plan.

Recommendation 1: The most serious and dire issue is, of course, the lack of faculty members. If this program is to exist, modest but immediate investments must be made. The current situation undermines the quality of current students' experiences and contributes to a perceived volatility which further undermines the numerical case for the program. The program can effectively operate with a modest number of collaborative permanent faculty members (3-4) who commit to their share of service and teaching. I recommend that retirements and departures be replaced. This is the most substantive and foundational issue, without question.

We note the Dean's concern for the viability of the program: *"the Dean's Office is concerned that the program has underlying structural issues that will not be addressed without a critical examination of the viability of the program as it is currently structured."*

The program must address the structural issues before new appointments can be recommended. In the short term, the Department of Social Science could propose ways in which this program could be integrated better into the "ecosystem" of Social Science to maximize existing resources or to leverage collaborative opportunities with existing faculty and curriculum in LA&PS in the broad area of WKLS.

Recommendation 2: I recommend the immediate appointment of an interim coordinator to commence her/his work at the beginning of the winter term with appropriate course release or the equivalent. Current students need to have a reliable contact and resource, and this step would go a long way towards creating stability in the short term.

Identify a co-ordinator for WKLS from within the Department of Social Science or the broader LA&PS community.

Timeline: July 1, 2018

Recommendation 3: I also recommend the identification of an internal champion who recognizes the value of the work and labour studies program and its place in York's future.

The WKLS program and the Department of Social Science Executive/Chair will seek to identify a champion for the program from within the Department of Social Science or LA&PS to help develop the program and bring this name forward to the Dean's Office.
Timeline: July 1, 2018

Recommendation 4: There are a number of faculty members in other programs with an interest in work and labour issues who could potentially be enticed to play a larger role in the WKLS program if they knew the University was committed to its future, and if their existing responsibilities and loads were lightened to make room for additional commitments

The WKLS program and the Department of Social Science will redouble their efforts to find faculty members who are willing and able to participate in the program in a variety of ways including teaching and service. Should such faculty be found, the Dean's Office will facilitate their secondment to the program. Should these efforts be unsuccessful, the program and the Chair will articulate other solutions and meet with the Dean's office to discuss.

Timeline: Beginning of October 2018 meeting with the Dean's office to discuss the success of these efforts.

Recommendation 5: With new faculty resources, introduction of a new course in a recruitment-friendly topical area (e.g. labour and popular culture, labour and sport) would broaden the appeal to students. An online or mixed-delivery course would also be a strategic addition.

The WKLS program will articulate a new/future curricular structure that it believes would improve recruitment and retention. Program revisioning could include delinking the General Education course in WKLS from the program. When the proponents have articulated a revised curricular structure or direction, they will meet with the Associate Dean Programs to discuss.

Timeline: September 1st, 2018

Recommendation 6: I suggest the program build on its strength in local-global issues and the successful Global Labour Research Centre if looking to establish and promote a distinctive identity.

The GLRC and WKLS are asked to work together to articulate possible synergies alongside curricular renewal. If an agreement to collaborate with the GLRC is not established by December 2018, reasons for this failure should be articulated and addressed, either through a re-articulation of the program curriculum or through a reorganization of the program within the Department of Social Science (such as a "stream" of Interdisciplinary Social Science in Work and Labour Studies).

Timeline: December 2018 with report back to the Dean's Office by March 2019.