



York University Senate

Notice of Meeting

Thursday, October 25, 2018, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

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York University Senate

Consent Agenda

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

- 12. Minutes of the Meetings of June 14 and September 27, 2018 (For approval)31
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M. Armstrong, Secretary

At the September Senate meeting, the Chair committed to identifying the document from which references were made in the May 2018 Executive Committee report regarding a request to amend Senate Rules. The document is noted below.

Request to Senate Executive Committee

We ask that the Senate Rules, Procedures and Guidelines be amended to strengthen provisions regarding the behaviour of Senators in meetings and when communicating as senators outside of meetings. We also ask that the rules be amended to strengthen expectations of non-Senators when attending meetings.

In order for civil discourse to take place, it is important that all members of Senate as well as non-Senators in attendance at meetings show respect and decorum in their interactions with each other. In recent months, some Senators have found this to be lacking in some exchanges. In spite of attempts by the Chair of Senate to clarify acceptable behaviour, we do not appear to have a shared understanding of what constitutes decorum. We call on Senate Executive to revise the Senate Rules and Procedures to expand upon and make more explicit the conduct expected of Senators and observers to truly enable collegial discourse and to encourage the sharing of different perspectives. The Executive Committee may wish to consider creating a working group or otherwise obtaining input from others with respect to the concerns and options to address them.

Senator Celia Popovic
Senator Ida Ferrara

PRESIDENT'S KUDOS REPORT

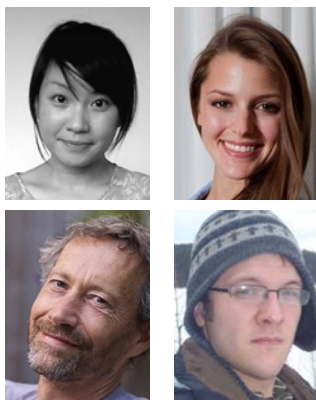
OCTOBER 2018



Professor Doug Van Nort, Canada Research Chair in Digital Performance, was recognized with the School of the Arts, Media, Performance and Design (AMPD) [Junior Teaching Award](#) for his contributions to teaching excellence, including the development of innovative courses that explore sound, performance & telematics. He has also played an important role in the development of AMPD's Digital Media graduate program.



A team of York students won first place in the [2018 Innovative Design for Accessibility \(IDeA\) competition](#), which challenges university students from across Canada to develop innovative solutions to accessibility barriers for people with disabilities. Team members Ali Sayed, Robert Ingino, Rui Amoah and Rijul Aggarwal created a classroom simulation for visually impaired children, which they will present at the 2018 Canadian Innovation Exchange (CIX).



Six recent graduates of the Faculty of Graduate Studies (FGS) have been named recipients of the [FGS Thesis and Dissertation Prize](#), which celebrates exceptional master's and PhD theses. The recipients are:

- Lesley Chan, MA, Film - *The Urge to Run a Lap*
- Lana Forman, MA Music - *The Positivistic Mysticism of Alexander Scriabin: An Analysis of the Three Études, Op. 65* (Not pictured.)
- Julia Gauberg, MA Biology - *The Barrier Properties of the Skin of Aquatic and Semi-Aquatic Vertebrates.*
- Manfred Becker, PhD Communication and Culture - *The Frankenbite: Ethics and Reality in the Post-Production of Factual Programming*
- Brock Harpur, PhD Biology - *Population Genomics Approaches to Understanding the Genetics and Evolution of Social Insects*
- Bryan Nelson, PhD Social and Political Thought - *Democracy Against: The Antimonies of Politics.* (Not pictured.)



York University alumnus [Rob Wildeboer](#) (LLB/MBA '85), Executive Chairman and Co-Founder of Martinrea International Inc., has been named the recipient of the 2017 Hennick Medal for Career Achievement, which is awarded annually to a business and law graduate who has earned widespread recognition in the business and legal communities



Regenesys York officially opened the [Cycle York Bike Centre](#), a campus space that will help promote health and sustainability on our Keele Campus through initiatives such as bicycle rentals, safety workshops, and organized group rides.



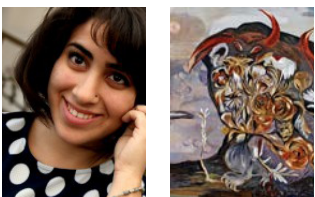
Faculty of Science alumna [Dr. Pamela Ohashi](#) is the winner of the Canadian Cancer Society's Robert L. Noble Prize for outstanding achievements in basic biomedical cancer research. Dr. Ohashi is a world-renowned leader in cancer immunology whose work has shaped the medical community's understanding of how the immune system reacts to tumours.



Faculty of Education professors Nombuso Dlamini and Uzo Anucha are co-leading the [Youth in Politics Project](#), an experiential education pilot project in high schools across Ontario that aims to build students' capacity for civic action.



York University is partnering with the leading cloud-based multi-channel commerce platform, Shopify, to bring a new model of experiential learning called [Dev Degree](#) to the Greater Toronto Area (GTA). The unique program embeds students directly into development teams at Shopify through a paid internship that culminates with a unique honours Bachelor of Computer Science (BSc Hons.) degree.



AMPD alumna [Amanda Boulos](#) (BFA Hons.'13) was named the national winner of the 2018 RBC Canadian Painting Competition. Boulos received a prize of \$25,000 and her oil-on-panel painting *In the Morning* (2017) will join the RBC Corporate Art Collection. As part of the prize, Boulos has also been awarded a residency at Banff Centre for Arts and Creativity.



Osgoode JD student and Paralympian [Jeff Adams](#) will be inducted into Canada's Sports Hall of Fame in recognition of his athletic achievements, his advocacy for accessibility, and his support for organizations that promote equality for people with disabilities.



York alumnus and honorary degree recipient [Jay S. Hennick](#) (BA '78, LLD '11) has been chosen to receive the 2019 International Horatio Alger Award from the Horatio Alger Association of Canada in honour of his philanthropic efforts and his success as an international business leader.



The Canadian Forum on Civil Justice, a national non-profit organization based at Osgoode Hall Law School, has launched the [Community-Based Justice Research Project](#) in partnership with researchers in Kenya, Sierra Leone and South Africa. The project is a three-year initiative to assess the costs, benefits and opportunities for increasing access to community-based justice services and is funded by the International Development Research Centre with support from Open Society Foundations.



Osgoode Professor [Estair Van Wagner](#) has been awarded the 2018 Distinguished Education Award for Emerging Faculty from the International Union for Conservation of Nature's Academy of Environmental Law in recognition of her contributions to the field of environmental law education.



Faculty of Education alumna [Jennifer Solda](#) (BEd '18) was selected as one of the recipients of the 2018 Faculty Award Education Award from the Ontario Secondary School Teachers' Federation. The annual award is presented to a graduating teacher candidate who has demonstrated a high degree of leadership and professional competence.



LA&PS Professor [Carla Lipsig-Mummé](#) received the prestigious SSHRC Impact Award in the Partnership Category for her extensive contributions to labour and the environment. Her current project, "Adapting Canadian Work and Workplaces to Respond to Climate Change," which brings together 56 individual researchers and 25 partner organizations and unions in seven countries, has been recognized by the Secretariat of the United Nations Framework Convention on Climate Change.



Osgoode Hall Law School PhD candidate [Ian Stedman](#) has been awarded a prestigious Fellowship in Artificial Intelligence Law and Ethics with the Hospital for Sick Children's Centre for Computational Medicine. The fellowship, which is valued at \$40,000, will allow Stedman to explore the role that artificial intelligence can play in improving health incomes.



Music PhD candidate [Natasha Walsh](#) is one of eight recipients of the George Black Membership Scholarship presented by the Hymn Society in the United States and Canada. The award, which goes to students researching and developing congregational song, includes a year's membership in the Hymn Society and an 18-month membership to the Southern Ontario Chapter of the Hymn Society.



School of Health Policy and Management Professor [Claudia Chaufan](#) was awarded the J. William Fulbright grant award to the West Bank. The grant funded Dr. Chaufan's recent trip to Birzeit University with the Community Health and Social Sciences Programs, where she engaged in research and curriculum development.



Lassonde PhD student [Athina Peidou](#) received the best student paper award in Geodesy for scientific merit and outstanding oral presentation of her paper entitled *GRACE-FO in differential mode*, which was presented at the Annual Canadian Geophysical Union 2018 meeting.



Lassonde Professor [Gerd Grau](#) has received an NSERC Engage Grant together with his industrial partner SolarGridEnergy Inc for their project *Printed solid-state lithium-ion battery for integration with solar panel*. The project aims to develop lower cost, lower weight, and higher performance batteries that can be directly integrated with solar panels.



LA&PS students Erogu Otasowie and Cassandra Moniz have been named the 2017-18 recipients of the [Portuguese Gives You Wings award](#), which recognizes academic excellence in an elementary Portuguese-language course. Otasowie and Moniz will each receive a free trip to the Azores region of Portugal, courtesy of Azores Airlines.

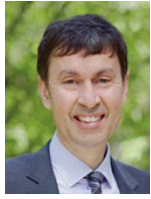


York University researchers have received a [\\$1.1-million award](#) from the Academy of Korean Studies to establish an initiative that seeks to develop the study of Korea in Eastern Canada as well as globally. The project includes scholars at six other Canadian universities and two American institutions, as well as the following York faculty members:

- Professor Hyun Ok Park, Department of Sociology, LA&PS
- Professor Mihyon Jeon, Department of Languages, Literatures, and Linguistics, LA&PS
- Professor Laam Hae, Department of Politics, LA&PS
- Professor Theresa Hyun, Department of Humanities, LA&PS
- Professor Hong Kal, Visual Art and Art History, AMPD
- Professor Ann H. Kim, Department of Sociology, LA&PS
- Professor Thomas R. Klassen, School of Public Policy and Administration, LA&PS
- Professor Ahrong Lee, Department of Languages, Literatures and Linguistics, LA&PS



A York University team of students has been selected as a winner of the [Innovation Fund Student Challenge for Affordable Rental Housing](#), which asked post-secondary students to submit a proposal for affordable rental housing solutions that are new to Canada. Students Michael Kenny, Bria Hamilton, Allison Evans, Helen Lam and Jane Bae proposed 'The Beaver Co-op,' a 12-story affordable rental apartment building that incorporates an innovative building technique and cost-saving measure through the use of mass timber construction in affordable housing, which is still relatively new to the sector.



[Paul Tsaparis](#) (MBA '84) has been appointed the Chair of York University's volunteer Board of Governors. His appointment went into effect on July 1.

Tsaparis was also named Chair, [Council of Chairs of Ontario Universities](#) for 2018-19.



Five new members have been appointed to the York University [Board of Governors](#), effective July 1. The members are:

- Francesca Accinelli (BA '92)
- Maxwell Gotlieb (BA '72, LLB '75, LLM '97)
- Ilana Lazar, current Bachelor of Education student
- Anita Ramjattan (BA '03, MES '12), staff member and York PhD candidate
- Professor George Turlakis, Lassonde School of Engineering



Schulich Professor [Peter Macdonald](#) has been appointed co-director of the Jay and Barbara Hennick Centre for Business and Law at York University, which promotes and develops joint business and law scholarship and education.

Executive Committee – Report to Senate

At its meeting of October 25, 2018

FOR ACTION

1. Election of Members of Senate Committees and Other Positions Elected by Senate

Senate Executive recommends the following candidate(s) for election to the role of Academic Colleague to the Council of Ontario Universities with the specified term. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees may be forwarded prior to the Senate meeting of October 25.

Final approval for a slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate.

Academic Colleague to the Council of Ontario Universities (Full-time faculty member; 1 vacancy; two year term; Senate meets on the fourth Thursday of the month at 3:00 p.m.; Academic Policy, Planning and Research Committee meets every other Thursday at 9:30 a.m. from September to June)

Andrea Davis, Associate Professor, Department of Humanities, Liberal Arts & Professional Studies

FOR INFORMATION

2. Approval of Committee Members Nominated by Faculty Councils

The Committee has approved the following individuals nominated by Faculty Councils for membership on Senate committees with terms beginning July 1, 2018 and ending June 30, 2021.

Executive Committee

Paul Szeptycki, Faculty of Science

Academic Policy, Planning and Research

Kean Birch, Faculty of Graduate Studies

Executive Committee – Report to Senate

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

The Executive Committee has approved the individuals listed below as nominated by student Senators to serve on Senate committees for 2018-2019. Remaining positions on ASCP, APPRC, Tenure and Promotions and Honorary Degrees will be filled soon.

Academic Policy, Planning and Research

Martin Sers, Graduate Studies, PhD Candidate, Environmental Studies

Academic Standards, Curriculum and Pedagogy

Alia Karim, Graduate Studies, PhD Candidate, Environmental Studies

Appeals

Talha Tanweer, Lassonde, BEng, Mechanical Engineering

Emilio Bernardo-Ciddio, AMPD, BFA, Music

Ilia Azari, Health, BA Kinesiology/Psychology Minor

Awards

Keith Davis, LAPS, BA, Equity Studies

Muhammad Abdulhafiz, Education, BEd, and LA&PS, Bachelor of Human Resources Management

Executive

Adam Garisto, AMPD Theatre / Political Science (Double Major)

John Wu, JD / MBA Candidate, Osgoode / Graduate Studies

4. Monitoring the Academic Disruption

Through reports from the Provost, the Committee continues to monitor developments on the completion of courses and finalization of grades, how they were implemented, the impact they had, and their advantages and disadvantages.

A compilation of the remediation options and actions taken by the Executive Committee and Senate during the disruption has been drafted and was discussed by the Committee at its meeting on October 16, 2018. Data on each of the course completion options and related indicators continues to be gathered with the assistance of the Office of the University Registrar. Additional review and analysis of the remediation options utilized in this strike as well as others will be undertaken and a comprehensive reference document will be prepared to serve as a guide for remediation decision-making in any future disruptions. Once finalized, the document will be shared with Senate.

5. Senate Committee Priorities for 2018-2019

APPRC, ASCP and the Awards Committee have transmitted their respective 2018-2019 priorities. Quality remains a theme again this year, and the initiatives being pursued help advance several UAP priorities.

Executive Committee – Report to Senate

The Executive Committee revisited its planned priorities for the year taking into consideration input received from last month's Senate meeting and the community forum held on October 4, 2018. Among other items, it added to the list a Senate discussion of the *Principles Governing a Presidential Search*.

The Executive Committee had a preliminary discussion on the review of Senate's Rules, Procedures and Guidelines. Drawing from minutes of Senate meetings in 2018, survey results and correspondence from Senators, a preliminary inventory of potential revisions have been identified. That list will be distributed to Senators shortly for additional input.

The committee priorities for APPRC, ASCP, Awards and Executive may be found in Appendix A to the Executive report.

6. Report on the Senate sponsored Community Forum on Renewing Institutional Focus

The Committee discussed the Senate-sponsored community forum that took place on October 4, 2018. A report summarizing the event has been prepared and is attached as Appendix B to the Executive Report. It will also be posted on the Senate website accessible to the University Community.

7. Freedom of Speech Policy

The President updated the Committee on a working group being led by Professor Lorne Sossin to respond to the provincial government's directive that each college and university have a freedom of speech policy. The Committee agreed to provide an oversight role and assist with ensuring the policy is submitted to Senate in a timely manner to meet the January 1, 2019 deadline.

It was noted that the content of the policy is uncertain given that the principles and protections of free speech of interest to the provincial government likely already exist in several other university policies and documents. The Committee expressed the view that it would be beneficial to have any policy approved by both the Senate and Board with the caveat that the President would be delegated to post a working draft if necessary to meet the required deadlines.

8. Committee and Sub-Committee Membership 2018-2019

The Committee is pleased to welcome student members John Wu (Osgoode Hall Law School) and Adam Garisto (AMPD), and from the Faculty of Science, Paul Szeptycki. It is awaiting additional information with respect to student members for several committees.

Franck van Breugel, Chair
Alison Macpherson, Vice-Chair



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of October 25, 2018

FOR INFORMATION

APPRC met on September 27, October 4 and 18 and submits the following report for information.

1. 2018-2019 Priorities Confirmed

APPRC confirmed its priorities for this academic year and has passed them on to Senate Executive. The committee is now developing implementation plans for the various initiatives. The overarching theme for APPRC this governance year coalesces around metrics, to: aid the assessment of progress on UAP objectives; assist in the identification of those areas where support is needed to advance priorities and inform directions for the next UAP; further develop inclusive research and scholarship indicators; and inform SMA3 preparations.

2. University Budget Consultation

The SHARP budget model implemented in 2017-2018 established a central *University Fund* to enable coordinated action on institutional strategic priorities. Under the auspices of the President, budget consultations with the University community are being conducted to gather views on the areas where the University Fund resources ought to be directed. Commencing the exercise with APPRC, the Provost and Vice-President Finance & Administration provided a comprehensive briefing on the context and environment for the University's operating budget at its meeting on September 27. The committee offered input on the form and substance of the presentation in preparation for the pan-university consultation.

Members also discussed over the course of two meetings (September 27 and October 4) the question of which priority / priorities should resources from the University Fund be directed to help advance progress on York's academic goals. The Fund is approximately \$30M in size and, guided by the UAP priorities, the committee offered the following input:

Recommendation	Related UAP Priority / Current Issue
Investments to grow graduate enrolments and the post-doctoral fellows cohort	<p><i>Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities:</i></p> <p>10. Emphasize enhancing and increasing our population of graduate</p>

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

	<p>students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities.</p>
<p>Fund the expansion of graduate programs at Glendon; integrates with research performance and activity.</p>	<p><i>Priority 1. Innovative, Quality Programs for Academic Excellence</i></p> <p>2. Strengthen our comprehensiveness and interdisciplinarity;</p> <p>4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation</p> <p style="text-align: center;">AND</p> <p><i>Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities:</i></p> <p>10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities.</p>
<p>Increased resources to Faculties for advertising / marketing initiatives to help advance undergraduate and graduate recruitment strategies and enhance support for students.</p>	<p><i>Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities:</i></p> <p>10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities; and</p> <p>Recent drop in enrolments</p>
<p>Investment in the development of new and inclusive institutional indicators and metrics to measure and track the success of York's scholarship, research and creative activities; Including the possibility of enhanced / additional databases, qualitative and quantitative tools and expanded data support services.</p>	<p><i>Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities:</i></p> <p>1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of</p>

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

	<p>our scholarly outcomes from our work and their impact.</p> <p>3. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world.</p> <p style="text-align: center;">AND</p> <p><i>Priority 3. Enhanced Quality in Teaching and Student Learning</i></p> <p>1.1 Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses.</p>
<p>Funding for initiatives to expand interdisciplinary scholarship and teaching</p>	<p>Priority 1: Innovative, Quality Programs for Academic Excellence:</p> <p>2. Strengthen our comprehensiveness and interdisciplinarity</p> <p>Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities:</p> <p>1. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research.</p>

4. Process Planning for a New / “Revised” Faculty

In June 2017 Senate approved in principle the establishment of a new / revised Faculty composed of Geography, FES and other possible units. APPRC updated Senate in June 2018 on the status of the initiative, noting that after a great deal of effort to further articulate the vision, refine the curriculum and collaborate on the make-up of the new Faculty, the process had been suspended pending further reflection and the appointment of a Dean in FES.

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

The proponents who led the exercise last year, Professors Gail Fraser (FES) and Tricia Wood (Geography, LA&PS), discussed with APPRC their reflections on the experience, and encouraged that the interest and momentum generated among colleagues be nurtured toward a successful outcome. Clarifying and supporting the process for the development of a new Faculty became an APPRC priority this year.

At its meeting on October 18, the committee discussed and endorsed a process to bring to completion this academic year the development of the new / revisioned Faculty focused broadly on environmental themes. A Facilitating Group, co-chaired by the Senate APPR and ASCP Committee Chairs (myself and Professor Kim Michasiw respectively) will facilitate and bring oversight to the process. Supplementing the membership of the Group will be Deans Alice Horvoka (FES) and JJ McMurtry (LA&PS), the Chair of the Geography Department Professor Joseph Mensah, the Vice-Provost Academic Alice Pitt and Provost Philipps. Fuller information about the Facilitating Group and the process is set out in Appendix A to the APPRC report.

APPRC and ASCP will be consulted and kept apprised as the initiative progresses, as will Senate in turn.

5. Academic Planning Forum

The Committee has as a priority for the year advancing support for innovative academic program development and curriculum reform, which nicely maps to the finer, enumerated objectives articulated under UAP Priority 1 - Innovative, Quality Programs for Academic Excellence.

The APPRC-ASCP *Forum of Ideas* held last winter provided a platform for planners to discuss their motivation for considering quality-driven initiatives, the challenges they faced, the resources that helped them, and the value that was derived. The event successfully showcased several programs that incorporated innovative elements. It also facilitated discussion with program proponents which yielded a number of insightful observations and recommendations aimed at enhancing the program development process. When conceiving the concept of the forum last fall, APPRC had imagined a second, follow-up forum to explore ideas coming out of the first. The committee has decided to proceed with the planned sequenced forum as a measure to advance UAP priorities, such as:

- enhance the quality of our academic programs
- facilitate opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming
- strengthen comprehensiveness and interdisciplinarity by... enhancing program quality including innovative new degree combinations
- create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation
- increase the number of experiential education opportunities

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

While details about the forum are being finalized, the planned format is panel discussions on key sub-topics that emerged in the first forum, and an opportunity for questions and social interactions among participants. The committee is aiming for a date in early December to hold the event. Additional information will be shared as plans progress.

6. Incomparable Metrics: Defining an Action Plan

Over the past two years, APPRC has been engaged in an initiative to track the University's success in research and scholarship through indicators. It emerged out of a discussion at Senate in November 2016 that was part of a "UAP spotlight" series that year highlighting priority areas. In January 2017 the Committee invited Faculty Councils to respond to two questions set against University Academic Plan objectives and the Strategic Mandate Agreement metric imperatives:

How can York improve its tracking of progress and how can it use indicators to greatest advantage?

What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities?

In May of this past spring, Librarians and Archivists met with the committee to continue the exploration of inclusive, alternative metrics. The focus of that exchange was the Libraries' work on Open Access and the Open Data Steering Committee.

Coined "incomparable metrics", the initiative remains a priority for APPRC. At its meeting on October 4 the committee reviewed a discussion paper that summarizes what it has learned from the Faculty Council and Libraries' submissions, and it deliberated next steps. That conversation is continuing. One planned course of action is a facilitated discussion of metrics at an upcoming meeting of Senate to garner further input from the collegium.

7. Discussion with Academic Planners

Typically the annual planning cycle led by APPRC has had as a key feature engagement with the Deans and Principal. Either progress on or new Faculty academic plans are discussed or responses to a specific planning question posed by APPRC are taken up. The outcome of the exercise is shared with Senate thereafter.

Last year, the Committee tried a different form of engagement with academic planners. Written submissions to two UAP-framed questions were collected from the Deans and Principal in place of the traditional in-person, individual discussions with the committee. Upon reflection on the experience, the consensus was that the exercise did not yield the anticipated results. In addition, members' feedback on the Senate committee survey last year called for better understanding of developments and plans across all Faculties. Consequently this year will see a resumption of the practice of APPRC meeting with

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

Deans and Principal, albeit on modified timelines. Noting that two new Deans are just commencing their terms this Fall, and there are several Interim Deans/Principal, it makes sense to stagger the planning discussions with them between Spring 2019 and Fall 2019. It is anticipated that meetings with five deans each term will be held.

Drawing on the prior year's experience, and in line with the Committee's priority to measure and report on the demonstrable advancement of UAP priorities during the penultimate year of the Plan, a new, streamlined question will be posed to elicit focused reports and deliberations on the achievement of objectives to date and the challenges encountered to move others forward. Preliminary thoughts on the form of the next UAP will also be sought from the Faculties in this discussion.

8. Electronic Curriculum Vitae Exercise

Last month Senate was apprised of the VPRI-sponsored Task Force being struck to lead the development and implementation of an electronic CV (ECV) tool for York faculty members. The membership of the group will include:

- representation from all Faculties including Libraries
- APPRC representative
- Postdoctoral Fellow and Graduate student
- Support from office of VPRI and Research Data Analyst

The Task Force is expected to meet monthly and will include 2-3 campus-wide town-hall / open forums as a part of the broader consultations with the York community.

The Chair of APPRC has issued the call for faculty members interested in participating on the Task-Force. Expressions of interest can be submitted via this link -

<https://research.apps01.yorku.ca/machform/view.php?id=12202>

9. Welcome to New Members

The Committee is pleased to welcome new members Peter Timmerman from the Faculty of Environmental Studies, Kean Birch representing the Faculty of Graduate Studies and graduate student member Martin Sers.

Lesley Jacobs
Chair of APPRC

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

At its meeting of 25 October 2018



For Action

1. Diploma in Culture, Communication and Leadership in Canada • Schulich School of Business • Faculty of Graduate Studies

ASCP recommends,

That Senate approve the establishment of the Type 2 graduate Diploma in Culture, Communication and Leadership in Canada, housed in Schulich School of Business, Faculty of Graduate Studies, effective Summer 2019.

Rationale

The full proposal and supporting documentation is included in Appendix A. The proposed Diploma in Culture, Communication and Leadership in Canada (CCLC) is to be offered in conjunction with the Schulich MBA in India (SBI) program. Students in the SBI program complete the first half of their MBA at the Hyderabad campus and the second half in Toronto at the main campus. The diploma was developed in response to feedback from SBI students for a need for greater acclimatization to the Canadian business landscape. This diploma seeks to enable students' career transition by emphasizing the development of communication, negotiation and presentation skills, and by anchoring their understanding of the Canadian business landscape, hiring practices and job search strategies. The required placement course will enable students to apply and reflect on their learnings and acquire Canadian experience prior to transitioning to full-time employment.

This diploma supports several UAP goals. With its focus on enhancing student success and a curriculum based on learning outcomes, the diploma's design takes a student-centred approach. The required placement and other experiential education opportunities will further the UAP goals of enhanced quality in teaching and learning, and enhanced community engagement.

The decanal statement from the Faculty, included in Appendix A, details the planned approach to the arrangements for the required placement course.

Approvals: FGS Council 7 June 2018 • ASCP 10 October 2018 • APPRC 18 October 2018

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

Consent Agenda

2. Change to the requirements for the MA program in Social and Political Thought • Department of Social Science • Faculty of Liberal Arts & Professional Studies • Faculty of Graduate Studies

ASCP recommends,

That Senate approve the change to the requirements for the MA program in Social and Political Thought, housed in the Department of Social Science, Faculty of Liberal Arts & Professional Studies, Faculty of Graduate Studies, to reduce the program length from “one or two” academic years to one academic year (three terms), effective Fall/Winter 2019-2020.

Rationale

The change to the program length is proposed as funding is not guaranteed to MA students in their second year and most students are able to complete the degree program within three terms. This change will not be detrimental to program learning outcomes, and the program is working to make adjustments to the timing of the required Oral Exam and the program’s core course to facilitate completion in three terms.

Approvals: FGS Council 7 June 2018 • ASCP 26 September 2018

3. Changes to requirements for the BA and BA (Honours) programs in Business and Society • Department of Social Science • Faculty of Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve, effective Fall/Winter 2019-2020, the following changes to the BA and BA (Honours) programs in Business and Society housed in the Department of Social Science, Faculty of Liberal Arts & Professional Studies:

- Increase the number of major credits for the BA program from 42 to 45, and reduce the number of major credits for the BA (Honours) program from 60 to 57;
- Remove one course, SOSC 4040 6.0, as a major course for the BA (Honours) program;
- Replace a nine-credit major course, SOSC 1340 9.0, with a six-credit major course, SOSC 1340 6.0, for the BA and BA (Honours) programs;

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

- Incorporate a three-credit statistics course as a program requirement for the BA and BA (Honours) programs, rather than as a required non-major course;
- Restrict the offerings in the Environment stream at the 3000 and 4000 levels for the BA and BA (Honours) programs; and
- Reduce the stream requirements for the BA (Honours) from 18 to 12 credits for each stream.

Rationale

The proposed changes to the major requirements for the BA and BA (Honours) programs aim to clarify program requirements for students and allow BA (Honours) students in particular greater flexibility to pursue complementary certificate or minor programs. It is hoped these changes result in improved retention rates in the BA (Honours) program, as well as improved career prospects for Business and Society graduates who elect to complete certificate or minor programs.

With respect to the Environment Stream, currently the Business and Society program does not offer any core courses in this stream and a number of the course options at the 3000 and 4000 levels do not have a primary focus on business. The proposed changes tighten the course offerings in the Environment Stream to ensure courses have a stronger emphasis on the relationship between business and the environment, thereby promoting depth of knowledge and contributing to program learning outcomes.

The change to reduce the stream requirements for BA (Honours) students resolves an inconsistency in the calendar copy from a past modification.

Approvals: Executive Committee of LA&PS Faculty Council on behalf of LA&PS Faculty Council 30 May 2018 (summer authority) • ASCP 26 September 2018

For Information

a. Minor Modifications to Curriculum

The following proposals have been approved by ASCP:

Faculty of Graduate Studies

Minor change to the requirements for the MA program in Sociology

Minor change to the requirements for the PhD program in Sociology

Minor changes to the requirements for the Professional LLM Specializing in Securities Law

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

b. Sessional Dates: SU2019 to FW2021-2022

Attached are the sessional dates for three academic years, from SU2019 to FW2021-2022. They are based on the Senate Policy on Sessional Dates and the Scheduling of Examinations, revised in October 2017 as approved by Senate, to provide for a four-day Fall Reading Week during the week of Thanksgiving. In its review of the dates, the Senate Committee raised the issue of the overlap of S1 exam dates and SU course meet dates; in response, the Registrar's Office amended the SU2019, SU2020 and SU2021 dates to include a break in the SU dates to avoid this overlap.

The Senate Committee has confirmed the dates are in alignment with the requirements of the Senate Policy and it is therefore transmitting the dates to Senate; they are attached as Appendix B to the ASCP report.

Kim Michasiw, Chair



Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy
Joint Report to Senate

At its meeting of October 25, 2018

FOR INFORMATION

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

Attached as Appendix A within the appendices of the Senate agenda is a report from the Joint Sub-committee on Quality Assurance, transmitting to Senate a collection of Final Assessment Reports from completed Cyclical Program Reviews as required by the York University Quality Assurance Procedures.

K. Michasiw, Chair, ASCP

L. Jacobs, Chair, APPRC

Senate Committee on Tenure and Promotions

Report to Senate

At its meeting of October 25, 2018

For Information

1. Tenure and Promotions Data, 2017-2018

The total number of files completed in 2017-2018 was 72 as compared with 58 in 2016-2017 and 49 in 2015-2016. Of the 72 cases, 8 were dealt with by a panel of the Senate Committee on Tenure and Promotions. The rest were reviewed by Faculty-based Senate Review Committees (SRC).

A statistical report of files reviewed in 2017-18 is set out in Table 1 and Table 2 with 2016-17 data provided for comparison. The yearly caseload from 2002-2003 to 2017-2018 is set out in Figure 1.

2. Unit-level Standards

The 2018-19 committee has scheduled a full-committee review of all standards on hand in early 2019. A status report is attached as Table 3.

3. Appeals of Denial of Advancement to Candidacy

There were no appeals of denial of advancement to Candidacy in 2017-18.

4. Senate Tenure and Promotion Sub-Committees/Panels

There are six Senate Review Committees constituted at the Faculty level where there are departments, each of them Sub-Committees of Senate Tenure and Promotions (Arts, Media, Performance and Design, Glendon, Health, Lassonde, Liberal Arts and Professional Studies, Science). The sub-committees are composed of members of the Faculty Tenure and Promotions Committee plus two members of the Senate committee, and report annually to the Senate committee, noting issues that have arisen regarding the preparation and adjudication of files. Files originating with non-departmentalized Faculties (Education, Environmental Studies, Osgoode and Schulich) are considered by a panel of the Senate committee.

Feedback/Issues

There continues to be a problem with the use of anonymous student comment. The *Policy* states: "Only signed letters and comments shall be included in the file." (F.31.2(b)(iii)).

In addition to the issue of unsigned comment, the sub-committees and the Senate Committee have identified a number of recurring procedural problems with files, such as:

- An over-reliance on Adjudicating Committee (AC) members as referees. Procedural fairness is normally understood as requiring that those responsible for judging a case not be involved in the preparation and submission of evidence. Where this principle is difficult to apply, a File Preparation Committee (FPC) may ask a colleague who is also on an AC to assess teaching or service. Wherever

possible, however, Faculties and departments should select the internal referees and AC members to avoid overlap in the functions of referee and committee member.

- Students currently supervised by the candidate are being solicited as referees.
- A sufficient number of appropriate referees is not solicited for teaching and service.
- Candidates are entitled to select one member of the FPC. There is some misunderstanding that they can select an AC member.
- Co-author/collaborator letters are not always sought, and there is sometimes a misunderstanding as to the status of these letters. The letter of solicitation should make clear that these are not letters of reference but rather seek comment on the candidate's relative contribution to joint work. It is the external referees who provide the evaluation of quality and impact.

The Senate committee noted that there appears to be a misunderstanding in some units as to the status of the referees suggested by the candidate, and sometimes less weight is given to their reviews. However, the *Policy* makes clear that all professional contribution and standing referees, which includes those suggested by the candidate, must be at arm's length from the candidate (F.3.1.3(b)). Their views should not be discounted simply because they were suggested by the candidate.

In most cases, the issues identified with files were not sufficiently critical to require re-adjudication, and the review committees simply sent a note back to the Adjudicating Committee so as to inform future files. However, of the files completed this year, seven were referred back by Review Committees to Adjudicating Committees for issues including missing co-author/collaborator comment or insufficient teaching or service letters. In all cases the Adjudicating Committee recommendation on reconsideration was unchanged.

5. Innovation

The Senate committee noted a couple of innovations that would be worth exploring for wider adoption.

- Two units used Machforms to solicit teaching references from students and found that this significantly increased the response rate.
- Some units regularly provided scanned and bookmarked files for easier and more secure distribution to committee members. As most documents are now submitted electronically, it should be possible to develop a format for fully electronic secure files. While some members find hard copy easier to read, particularly for larger files, many prefer electronic. Further exploration of their use is encouraged.

Update

In its annual report last year, the Senate committee had reported concern about the anonymity of online evaluations preventing the use of student comments in tenure and promotion files. It met with Vice-Provost Alice Pitt early in 2017 and as a result,

beginning with FW18 term evaluations, the online form will allow students to indicate their agreement to have comments used confidentially for tenure and promotion purposes. The committee noted that currently not all units using paper evaluations allow for student identification. It encourages the addition of a space for the student's signature agreeing to the use of the comments.

Lily Cho, Co-Chair 2018-19

Thomas Baumgartner, Co-Chair 2018-19

Senate Committee on Tenure and Promotions

Report to Senate

Table 1
Number of Cases Completed 2016-2017 and 2015-2016
By Type of Application and Gender¹

Application Type:	Professor/ Sr Lecturer		T&P to Associate Professor/Lecturer		Tenure only		Promotion to Associate only		Total Number	
	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17
Number of Applications	34	32	36	26	2	0	0	0	72	58
Female Candidates	17	17	15	11	0	0	0	0	32	28
Male Candidates	17	15	21	15	2	0	0	0	40	30

Table 2
2017-2018 Summary of Review Committee Recommendations to the President
by Decision and Gender

Application	Positive		Delay		Tenure without promotion		Deny (tenure applications only)		TOTAL
	M	F	M	F	M	F	M	F	
Professor/ Senior Lecturer	16	17	1	0	N/A	N/A	N/A	N/A	34
Tenure and promotion to Associate Professor/Lecturer ²	20	14	0	0	1	1	0	0	36
Tenure only	2	0	0	0	0	0	0	0	2
Promotion to Associate only	0	0	0	0	0	0	0	0	0

2. One untenured Associate Professor was tenured but promotion to Professor delayed

¹ Data in Table 1 and Table 2 cover decisions made between September 1, 2017 and August 31, 2018.

Explanatory notes

The Adjudicating and Senate Review Committees recommendations disagreed in two cases: in one the Adjudicating Committee recommended promotion to Full Professor and the Review Committee recommended delay; and one where the denial of tenure was recommended and the Review Committee recommended tenure without promotion.

The President concurred in the recommendations of the Senate Review Committee in all but one case, awarding promotion to Full Professor where delay had been recommended.

Figure 1
Number of Tenure and Promotion Cases by Year, 2002-2003 to 2017-2018

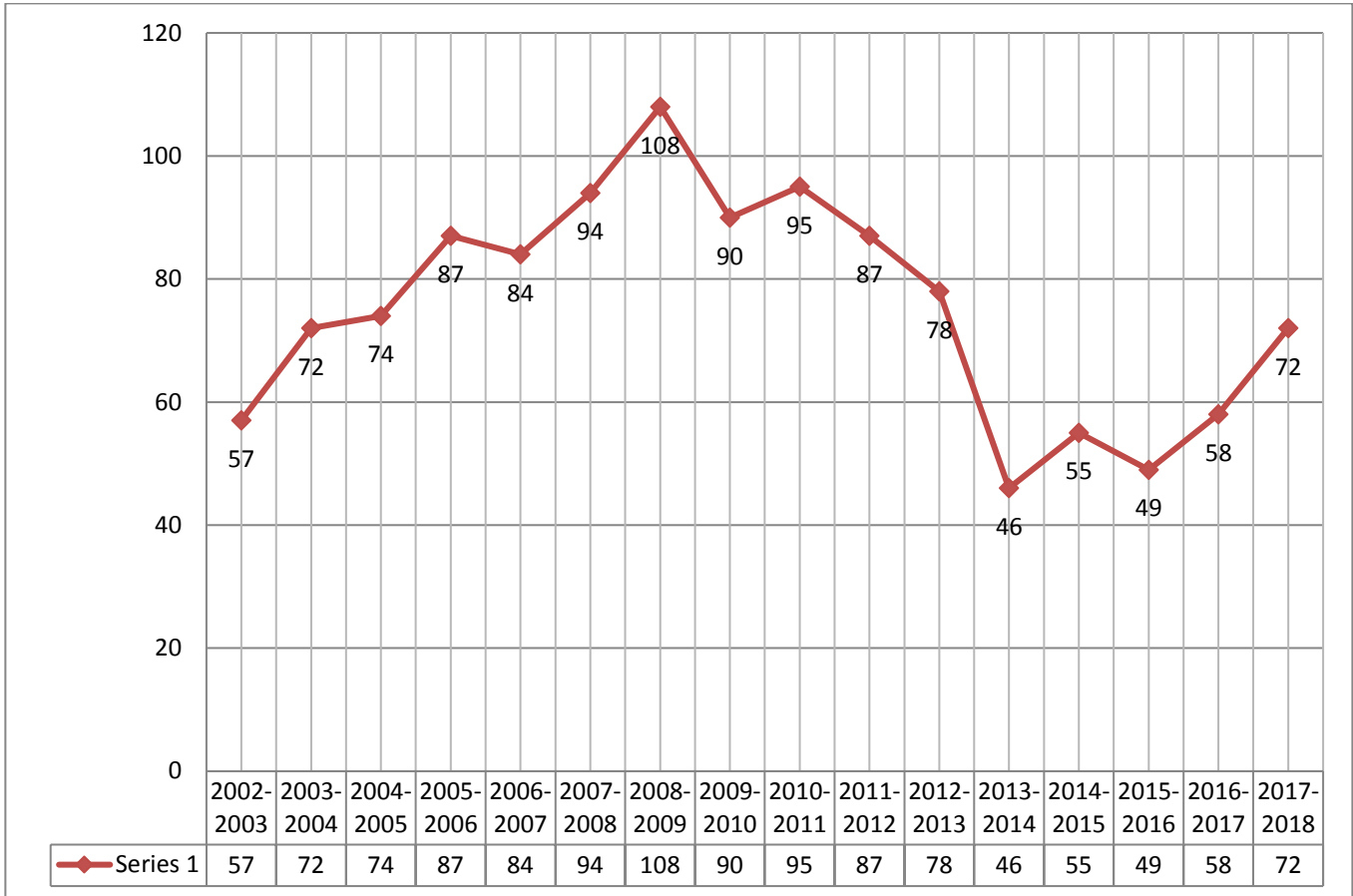


TABLE 3

TABLE 3
Unit-level Standards Status Report October 2018

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	Professor	T&P	Senior Lecturer
Faculty of Education	Jun-15	In accord	√	√	√	√
Faculty of Environmental Studies	Aug-06 (Professorial) Jun-17 (Alternate)	Professorial Stream in accord with minor revisions; Revised standards referred back for revision Mar-13 Alternate stream referred back for revision	√	√	√	√
Arts, Media, Performance & Design: submitted Faculty-wide standards	Sep-09	In accord	√			
Glendon College						
Economics	Oct-10	In accord	√			
English	Oct-13	Revision required	√	√		
French Studies	Jun-08	In accord	√	√	√	√
Hispanic Studies	Jun-08	Revision required	√	√		
History	May-05	Revision required	√			
International Studies		None submitted				
Mathematics		None submitted				
Multidisciplinary Studies		None submitted				
Philosophy	Oct-08	In accord	√	√		
Political Science	May-12	T&P only in accord ; FP requires revision	√	√		
Psychology		None submitted				
Sociology	Sep-14	Revision required	√	√		
Translation	May-05	Revision required	√	√		
Gender & Women's Studies		Same as LA&PS GSWS				
Osgoode Hall Law School	Mar -13	In accord	√	√		
Schulich School of Business	June-03; May-08	In accord	√	√		

TABLE 3

TABLE 3
Unit-level Standards Status Report October 2018

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	Professor	T&P	Senior Lecturer
Faculty of Science						
Biology	Dec-09	T&P in accord; FP/SL revision currently under review	√	√	√	√
Chemistry	Nov-14	In accord with minor revisions	√	√		
Mathematics and Statistics	Dec-10 , Minor revisions under review	In accord with minor revisions	√	√	√	√
Physics and Astronomy	Nov-14	Revision required	√	√	√	√
Science & Technology Studies	Jun-10	In accord	√	√	√	√
Lassonde School of Engineering						
Electrical Engineering & Computer Science	Apr-16	In accord with minor revision	√	√	√	√
Earth and Space Science & Engineering	Fall 2016	Under Senate review	√	√	√	√
Department of Civil Engineering		None submitted				
Department of Mechanical Engineering	Jun-16	Revision required	√	√	√	√
Faculty of Health						
Health Policy and Management	Oct-08	In accord	√	√		
Kinesiology and Health Science	Dec-15	In accord	√	under review	√	
Nursing	Dec-10	In accord	√			
Psychology	Nov-08	T&P only in accord with minor revisions. Full requires revision.	√	√		

TABLE 3

TABLE 3
Unit-level Standards Status Report October 2018

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	Professor	T&P	Senior Lecturer
Faculty of Liberal Arts and Professional Studies						
Administrative Studies	T&P Jan-08 FP Nov-08	In accord	√	√		
Anthropology	May-10	Revision required	√	√		
Communication Studies		None submitted				
Economics	Arts: May-05 ATK: Sep 06 as part of SASIT -	Revision required Revision required	√	√		
English	Jun 10	In accord - with minor revisions	√	√		
Equity Studies		None submitted				
French Studies	Arts: Jul-08	revision required	√	√	√	√
Gender, Sexuality and Women's Studies	Feb-13	Some revision required	√	√		
Geography	Arts: Jun-08	Revision required	√	√		
History	Arts: Jun-08	Revision required	√	√		
Human Resource Management		None submitted				
Humanities	Feb-15	T&P and Full in accord with minor revisions	√	√	√	√
Information Technology	ATK: May 08	Revision required	√	√		
Languages, Literatures and Linguistics	Feb-15	Revision required	√	√		
Philosophy		T&P and Full in accord	√	√		
Politics	Fall 2016	Under Senate review	√	√		
Public Policy & Administration		T&P and Promotion to Full Oct-11- In accord	√	√		
Social Science	Feb-16	Under Senate review	√	√		
Social Work	Feb-17	Under Senate review	√	√		
Sociology	Arts: May-05	Revision required	√	√		
Writing Department	Oct-07	In accord - with minor revisions			√	√
NOTES:						
In accord = in accord with University criteria and procedures.						
None submitted means they have not yet been submitted for review by the Senate Committee on Tenure and Promotions.						



Tenure and Promotion Appeals Committee Report to Senate

At its meeting of October 25, 2018

FOR INFORMATION

The Senate Tenure and Promotion Appeals Committee met once in 2017-18, to consider a challenge to the membership of an Adjudicating Committee. The challenge was dismissed.

Parissa Safai, Chair

The Senate of York University – Minutes



Meeting: Thursday, June 14, 2018, 3:00 pm
Accolade Building West, Room 206

L. Beagrie (Chair)
F. Van Breugel (Vice-Chair)
M. Armstrong (Secretary)
T. Abdullah
R. Allison
J. Amanatides
K. Amoui
I. Azari
A. Belcastro
M. Biehl
K. Birch
K. Bird
K. Blake
J. Clark
J. Clodman
A. Czekanski
R. Desai-Trilokekar
Y. Dina
C. Ehrlich
L. Farley
I. Ferrara
N. Fisher-Stitt
L. Fromowiz
G. Georgopoulos
A. Glasbeek
L. Hammill
R. Hornsey
R. Innacito-Provenzano

R. Irving
R. Kenedy
M. Khalidi
A. Kimakova
T. Knight
R. Koleszar-Green
R. Lee
R. Lenton
D. Leyton-Brown
S. Liaskos
T. Loebel
M. Macaulay
J. MacDonnell
J. Magee
L. Martin
J. Mayberry
C. McAulay
P. McDonald
A. Medovarski
K. Michasiw
J. Michaud
P. Millett
A. Mukherjee-Reed
D. Mutimer
A. Norwood
J. O'Hagan
A. Perry
L. Philipps

B. Pilkington
A. Pitt
C. Popovic
F. Quadir
M. Rajabi Paak
A. Rakhra
T. Salisbury
L. Sanders
V. Saridakis
M. Schweitzer
L. Sergio
M. Sers
J. Sharma
V. Shea
D. Skinner
A. Solis
P. Szeptycki
K. Thomson
C. Till
G. Tourlakis
E. van Rensburg
G. Vanstone
R. Wellen
L. Wood
J. Wu
J. Yeomans
A. Zalik

1. Chair's Remarks

In her final meeting as the Chair of Senate, Professor Lesley Beagrie, paid tribute to all those responsible for another productive year in collegial governance: Senators, Senate committee and Faculty Council chairs, members and secretaries, and the staff of the University Secretariat. Members of Senate Executive had worked tirelessly throughout the disruption, participating in many additional, long meetings and e-mail canvasses as they thoroughly debated options. She expressed heartfelt gratitude for having the opportunity to serve as Chair and pride at having met and worked with faculty members, student and staff throughout the University. She wished all Senators well, and encouraged them to attend Convocation ceremonies to join with families and friends to celebrate graduating students.

The Senate of York University – Minutes

2. Minutes

At the request of a Senator, the minutes were moved to the regular agenda. It was moved and seconded “**that the minutes of the meeting of May 24, 2018 be approved.**” It was moved and seconded that item 3 of the minutes, Inquiries and Communications, be amended by adding a phrase to distinguish between “**statements made by those who are ideologically motivated and those that are not.**”

A Senator objected to the Chair’s ruling that statements such had been made are not debatable, and it was moved and seconded to “**challenge the ruling of the Chair.**” On a vote, the Chair’s ruling was *upheld*.

On a vote, the amendment to the minutes *carried*. On a vote, the motion to approve the minutes as amended *carried*.

3. Business Arising from the Minutes

There was no business rising from the minutes.

4. Inquiries and Communications

A Senator indicated a desire to address Senate. The Chair reminded Senators of the need to provide notice of communications to ensure their relevance. The speaker would not accept the Chair’s authority in this regard and the speaker began to speak. Citing her duty to focus discussions on matters within Senate’s mandate, the Chair directed the speaker to desist. In a context where multiple people were speaking or shouting concurrently, the speaker’s remarks were rendered inaudible and were ended.

5. President’s Items

President highlighted the following:

- Board appointment of new Deans for the Faculty of Environmental Studies and the Lassonde School of Engineering (along with her appreciation that Interim Deans had agreed to stay on until their arrival), and the expectation that recommendations will be made soon for the positions of Provost, Deputy Provost Markham and Dean of the Faculty of Graduate Studies
- opportunities for York to partner with the organizers of the winning 2026 FIFA World Cup United North American bid in ways that showcase the University, Keele campus athletic facilities and student athletes
- the acknowledgement of National Indigenous Peoples Day in Spring Convocation ceremonies, which will also feature another banner crop of honorary degree recipients and those who have been earned prestigious awards for faculty members and students

The Senate of York University – Minutes

- changes to the President’s Research Awards program, including expansion and refinements to the Emerging Research Leadership Award and the addition of a new Research Impact category
- sobering preliminary enrolment data and efforts to mitigate the impact of the strike on acceptances and retention
- efforts to position York in a positive light as a new government takes office at Queen’s Park, where 18 MPPs sitting in the Provincial Legislature have a York affiliation

A Senator began prefacing a question with a personal rebuke. The Chair agreed with a point of privilege that barbed remarks about any Senator constituted an attack on all members. The speaker apologized but resumed confrontational remarks of a personal nature and refused the Chair’s request to relent.

It was moved, seconded and *carried* “**that Senate adjourn.**”

L. Beagrie, Chair -----

M. Armstrong, Secretary _____

Consent Agenda

6. Degree Requirements, iMBA Program, Schulich School of Business / Faculty of Graduate Studies: Revision

Senate approved a recommendation of the Academic Standards, Curriculum and Pedagogy Committee to revise degree requirements for the IMBA Program by adding the option for students to pursue the program on a part-time basis in the second year (terms 4 and 5), broaden the standard for the second language proficiency exit requirement, increase in the number of elective credits from 21 to 24 and effect minor changes to the set of required courses.

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

On a recommendation of the Academic Policy, Planning and Research Committee Senate, approved a temporary adjustment of the *Senate Policy on Organized Research Units* reviews such that, for the next two review cycles, clause 5 (Nature and Duration of Charters) will be applied to permit a re-sequencing of charter reviews with the consequence that certain charters will be extended.

The Senate of York University – Minutes

Meeting: Thursday, September 27, 2018, 3:00 pm
Senate Chamber, N940 Ross

F. van Breugel (Chair)	J. Goldberg	J. Patel
C. Ehrlich (Acting Vice-Chair)	R. Grinspun	A. Perry
M. Armstrong (Secretary)	S. Gururani	L. Philipps
T. Abudallah	M. Hamadeh	B. Pilkington
H. Ali-Hassan	L. Hébert	S. Pisana
R. Allison	M. Herbert	A. Pitt
J. Amanatides	R. Hornsey	M. Poon
G. Audette	R. Irving	C. Popovic
A. Avolonto	L. Jacobs	S. Premji
I. Azari	A. Karim	M. Rajabi-Paak
T. Baumgartner	M. Kazubowski- Houston	A. Redding
A. Belcastro	R. Kenedy	M. Reisenleitner
E. Bernado-Ciddio	A. Khalil	I. Roberge
D. Cabianca	N. Khurana	B. Ryder
L. Cho	A. Kimakova	L. Sanders
D. Clancy	R. Koleszar-Green	V. Saridakis
J. Clark	K. Kroker	M. Schweitzer
M. Cobblah	R. Lee	M. Sers
M. Condon	R. Lenton	J. Sharma
A. Czekanski	S. Liaskos	A. Solis
A. Davis	T. Loebel	B. Spotton Visano
K. Davis	E. Mackinnon	P. Szeptycki
R. De Costa	W. Mackwood	T. Tanweer
W. Denton	A. MacLennan	G. Tourlakis
R. Desai-Trilokekar	J. Magee	P. Tsaparis
Y. Dima	J. Mayberry	E. van Rensburg
H. Edgell	C. McAulay	G. Vanstone
S. Ehrlich	P. McDonald	R. Wellen
L. Farley	A. Medovarski	B. White
M. Feehan	M. Mekouar	J. Yeomans
I. Ferrara	J. Michaud	A. Zalik
N. Fisher-Stitt	K. Michasiw	D. Zwick
L. Frew	M. Morrow	
L. Fromowitz	D. Mutimer	
B. Gainer	R. Myers	
A. Garisto	L. Nasr El.Hag Ali	
G. Georgopoulos	P. Nguyen	
A. Glasbeek	A. Norwood	

1. Chair's Remarks

The Chair of Senate, Professor Franck van Breugel of the Lassonde School of Engineering, greeted continuing and new Senators. Senate Executive member Professor Carl Ehrlich served as Acting Vice-Chair in the absence of Professor Alison Macpherson.

The Senate of York University – Minutes

The Chair expressed condolences on the passing in recent weeks of Paul Cantor, a former chair of the Board of Governors and Senator; George O'Brien, a longtime dedicated Senator; Louis Lefebvre, a founder of the Centre for Research on Latin America and the Caribbean; and English Professor and renowned poet Priscilla Uppal.

Senators were encouraged to attend a “Community Forum on Renewing Institutional Focus,” sponsored by Senate Executive, on Thursday, October 4, 2018. The idea emerged from a suggestion made by three Senators that there should be a discussion of this kind at Senate, and the Executive Committee felt that a community forum would be a more appropriate venue. The President and Provost would be in attendance along with members of the Executive Committee.

The Chair also urged Senators to join in celebrating graduating students at the Fall Convocation ceremonies.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. President's Items

President Lenton acknowledged Anne Russon, Glendon, and Nantel Bergeron, Science, who would be honoured as Distinguished Research Professors at Convocation. She thanked Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts and Professional Studies, as she takes up the position of Provost, Okanagan Campus at UBC. She also congratulated Lisa Philipps on her appointment as Provost and Vice-President Academic, as well as the first Deputy Provost Markham, Rui Wang, and the new Dean of the Faculty of Graduate Studies, Thomas Loebel.

President Lenton announced the five honorary degree recipients who will be celebrated at Fall Convocation:

- Dr. Frances Shepherd (Health)
- Dame Moya Greene (LA&PS)
- Anna Maria Tremonti (AMPD)
- Colleen Johnson (Executive MBA)
- Thandika Mkandawire (Glendon)

Regarding public policy matters, President Lenton discussed the possible implications of the Ernst and Young audit of provincial spending conducted for the provincial government, core elements of York's mission and vision that should resonate with Queen's Park, and sector-wide advocacy undertaken by the Council of Ontario Universities to position universities favourably. In response to the government's

The Senate of York University – Minutes

mandating of a free speech policy by January 1, 2019, Osgoode Professor Lorne Sossin has agreed to lead an initiative that will engage the community and governing bodies that will be announced in the coming weeks.

As York regains momentum following the strike, the senior administration is committed to constructive engagement through a dialogue aimed at aligning resources with academic priorities, addressing key policy questions, and finding solutions to pressing challenges.

A new award has been established to honour Dr Robert Everett of the University Secretariat. The award in his name will recognize up to three students (undergraduate or graduate) for valuable and significant contributions to University governance.

In response to concerns expressed by Senators about the complaints against eight students filed under the Code of Student Rights and Responsibilities, President Lenton indicated that she could not address the matter in Senate due to the confidential nature of the complaints. She offered to remain after Senate to address questions and stressed that due process will be followed.

Responding to a suggestion that the freedom of speech policy be brought forward for Senate's approval, President Lenton suggested that the matter be taken up by Senate Executive. A broad consultation process will help to ensure that Senators are comfortable with the policy.

Other comments generated by the report included the following:

- concern about the Ontario government's austerity agenda and the need for a forceful response from the administration, students, and faculty, as well as proactive and evidence-based advocacy on the part of all Ontario universities
- in the context of austerity, the importance of collegial governance in the University's budget planning, which will be enabled by upcoming consultations on the institutional strategic fund
- the suggestion that the composition of the University Budget Planning Committee be reviewed with a view to including a broader range of representation from across the University

The monthly "Kudos" report on the achievements of members of the York community can be accessed with other documentation for the meeting.

The Senate of York University – Minutes

Committee Reports

4. Executive Committee

a. Election of Members of Non-Designated Senate Committees

The Vice-Chair presented candidates for election to ASCP and confirmed that no other nominations had been received. It was moved, seconded and *carried* “**that nominations be closed.**” As a result, Professors Robert Heynen, LA&PS, and Pamela Millet, Education, were acclaimed as members of ASCP.

b. Information Items

The Executive Committee’s information items included the following:

- A request that chairs of Senate committees take a few moments to describe the role played by their committees on behalf of Senate, how they conduct business, and what major items to expect in the coming year
- approval of Senate committee members nominated by Faculty Councils
- current vacancies on Senate committees, and in the Council of Ontario Universities Academic Colleague position
- actions taken under Summer Authority
- the Committee’s monitoring of the academic disruption
- the Committee’s priorities for 2018-2019
- University Secretariat initiatives in support of governance and Senate
- suggestions by committees for facilitated discussions at Senate
- Senate meeting dates for 2018-2019 with changes approved for December
- the results of the Senator and Senate committee member surveys conducted in June and how they help inform the Executive’s priorities
- a new agenda package layout, with all appendices compiled together
- a summary of actions taken by Senate in 2017-2018
- Committee and Sub-Committee membership for 2018-2019

A Senator noted a commitment by the previous Chair to bring the Presidential Search Principles to Senate for discussion and requested that Senate Executive include that among its priorities for 2018-2019.

A Senator requested correspondence from two Senators asking for consideration of amendments to the Senate Rules on decorum. The Chair committed to respond to the request.

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5. Academic Policy, Planning and Research

a. Committee Overview

APPRC shared its priorities for the year, which include planning for the Markham Centre Campus and a review of the University's academic unit structures. Consultations on the budget were launched earlier in the day when APPRC met with Provost Philipps and Vice-President Finance and Administration Carol McAulay, and provided input.

b. Provost's Autumn Report on Complement and Enrolment

The Provost presented the Autumn Report on Complement and Enrolment. Regarding admissions, the number of undergraduate applicants and offers increased over 2017-2018 but the number of actual enrolments decreased, with the impact varying across faculties. Despite falling short of enrolment targets, entering GPAs across the university improved. Master's admissions remained strong, but PhD admissions decreased considerably. In terms of continuing student enrolment, the fall enrolment picture appears positive, possibly due to the enrolment of students who could not take a course over the summer or could not complete graduation requirements in FW2018-2019.

On the complement update, work is underway to rebuild the faculty complement, with 72 tenure track appointments made to date and 160 additional searches authorized. It is anticipated that the increase of tenure track appointments will result in a decrease in the number of contractually-limited appointments.

The Provost is undertaking a deeper analysis of complement gaps at York and approaches to structuring complements at other universities. This will inform a discussion paper on approaches to articulating a longer-term complement renewal strategy, to be brought forward next year.

Comments generated by the report included the following:

- alternate stream appointments represent a large proportion of the new appointments
- the observation of the relative overrepresentation and underrepresentation of various recognized categories of faculty members in tenure track and contractually-limited appointments
- the complement recovery data shows a growing precarity in the faculty complement over time and it is essential to be mindful of this as the University moves forward from the labour disruption
- the variation in faculty-student ratios in the different faculties

c. Information Items

The Committee provided information on the following items:

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- ways that the Committee will fulfill its mandate and resources for Senators
- its concurrence with proposals to establish the Carswell Chair for the Public Understanding of Astronomy (subsequently approved by the Board of Governors) and amend the SSHRC Research Opportunity Grants Program
- the latest developments in Markham Centre Campus Planning
- ongoing attention paid to student / faculty ratios in conjunction with complement planning discussions
- an electronic curriculum vitae exercise geared toward modernizing practices
- Sub-Committee members for 2018-2019

6. Academic Standards, Curriculum and Pedagogy

a. Committee Overview

ASCP provided information on its priorities for the year, which include revisions to the Common Grading Scheme for Undergraduate Faculties and a review of select Senate policies / regulations in the context of UAP priorities and emerging pressures to address any gaps in legislation.

b. Closure of the College – University Accounting Bridge Program, Liberal Arts & Professional Studies

It was moved, seconded and *carried* **“that Senate approve the closure of the 15-credit College – University Accounting Bridge Program, housed in the School of Administrative Studies, Liberal Arts & Professional Studies, effective immediately.”**

c. Diploma in Theatre & Performance Studies, Arts, Media, Performance and Design / Graduate Studies: Closure

It was moved and seconded **“that Senate approve the closure of the Diploma in Theatre & Performance Studies, in the Graduate Program in Theatre & Performance Studies, Faculty of Graduate Studies, effectively immediately.”**

In response to a question from the Chair of Senate about whether there are lessons learned from the two program closures, the ASCP Chair indicated that ASCP engages in ongoing discussion as it reviews closures. The challenge of evidence-based assessments of the demand for new programs was noted, with the Vice-Provost Academic indicating that expertise in this area would be introduced to all programs this academic year.

The motion *carried*.

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d. Information Items

Information items reported were the following:

- a minor change to degree requirements for the Honours Minor program in Marketing housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies
- the focus of recent discussions of the Markham Centre Campus curriculum and pedagogy
- programs at other universities approved by the Ministry of Training, Colleges and Universities in 2017-2018

7. Appeals

a. Committee Overview

The Committee's Chair, Professor Simone Pisana, provided Senate with an overview of the Committee's role and function, highlighting that there has been a marked increase in academic appeals, particularly related to breaches of academic honesty.

On the topic of academic honesty, Senators engaged in discussion about essay-writing and test bank services that have been advertised on campus. It was noted that the Teaching Commons offers sessions for instructors on designing "plagiarism-proof" assignments. The Vice-Provost Academic noted that academic integrity is under active consideration.

It was moved, seconded and *carried by the necessary two-thirds majority* **"that the meeting be extended to 5:05 pm."**

8. Awards

a. Committee Overview

Professor Brenda Spotton Visano, Chair of the Awards Committee, provided an overview of the Committee's role and function and highlighted the upcoming call for nominations for the President's Research Excellence Awards – the President's Emerging Research Leadership Award, the newly-created President's Research Impact Award, and the President's Research Excellence Award. The Committee has explored possible means by which to increase nominations for all awards and to ensure the fullest recognition of diverse achievements (in regard to which it commended the Canada Research Chairs (CRC) [Unconscious Bias Training Module](#)).

In response to a question, the Committee Chair confirmed that the Committee will consider approaches to supporting a more equitable distribution of awards among faculties in its adjudications.

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9. Tenure and Promotions

a. Committee Overview

The Committee's Co-Chair, Professor Thomas Baumgartner, provided an overview of the role and function of the Tenure and Promotions Committee, highlighting that the primary work of the Committee is reviewing tenure and promotion files. As it is an advisory committee to the President, its review of a file results in a recommendation to the President, who then makes the decision on tenure and/or promotion.

10. Tenure and Promotions Appeals

a. Committee Overview

The Committee's Co-Chair, Professor Thomas Baumgartner, briefly spoke to the role and function of the Tenure and Promotions Appeals Committees.

11. Inquiries and Communications

There were no inquiries or communications.

12. Other Business

There being no further business it was moved, seconded and *carried* “**that Senate adjourn.**”

Consent Agenda Items

13. Minutes of the Meeting of June 14 and August 2, 2018

At the request of a Senator, the minutes of the meeting of June 14, 2018 were moved to the regular agenda. Consideration was *deferred*.

The minutes of the meeting of August 2, 2018 were *approved by consent*.

14. Master of Real Estate and Infrastructure Program, Schulich School of Business / Graduate Studies: Minor Changes to Admission and Degree Requirements

Senate *approved by consent* changes to the admission and degree requirements for the Master of Real Estate and Infrastructure program.

15. Granting of Degrees, Certificates and Diplomas

By approving an ASCP recommendation, Senate *authorized*:

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- the granting of degrees at the University’s convocations held in Fall 2018, February 2019 (Convocation *In Absentia*) and Spring 2019, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees;
- the granting of diplomas and certificates at the University's Convocations held in Fall 2018, February 2019 (Convocation *In Absentia*) and Spring 2019, and individually to students at any point during the year who have fulfilled the requirements for receipt of diplomas and certificates; and
- the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education.

16. Senators on the Board of Governors re: June Meeting of the Board

A synopsis of the Board meeting of June 26, 2018 as conveyed by Senators Mutimer and Turlakis was *noted*.

F. van Breugel, Chair _____

M. Armstrong, Secretary _____

York University Board of Governors



Synopsis

456th Meeting held on 2 October 2018

Appointments

Rick Waugh as an Honorary Governor effective 3 October 2018.

Helen Polatajko to the Board of Governors for a four-year term effective 2 October 2018.

Kenneth Silver to the Board of Governors for a four-year term effective 2 October 2018.

Sylvia Peacock as the CUPE 3903 nominee on the Pension Fund Board of Trustees for a second three-year term commencing 1 October 2018.

Approvals

President's October 2018 report on appointments, tenure and promotion.

A \$7M capital project for renovations and mechanical upgrades of the Hilliard Residence, as part of the multi-year Housing Renewal Strategy.

A contract with Dell Canada Inc. for the supply of computer products.

The appointment of Ernst and Young as external auditors for the 2018-2019 year.

Revisions to the Statement of Investment Policies and Procedures, including the addition of a comprehensive Statement of Beliefs for Sustainable Investing.

The endowment distribution accrual rate for 2018-2019.

The renaming of the Pension Fund Board of Trustees Sub-Committee on Investment Performance to the Pension Fund Investment Committee.

Presentations

From the President on three core deliverables for 2018-2019 to advance the goals of the University Academic Plan: preparing students for success in a changing world, elevating global engagement and community partnerships, and growing research and innovation for societal impact, and on her five personal priorities for the year: developing

York University Board of Governors

Synopsis

a comprehensive strategic plan, raising York's profile, building a new senior leadership team, advancing the Markham Centre Campus, and enhancing sustainability.

From the Vice-President Research & Innovation on *York University Strategic Research Plan (2018-2023): Towards New Heights*.

Reports

President's Year-End Report

2017 Annual Report on the York University Pension Plan and Pension Fund

2017 Employment Equity Statistical Report

Brief reports from each of the Executive, Academic Resources, Finance and Audit, Governance and Human Resources, Investment and Land and Property committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website:
<http://secretariat.info.yorku.ca/board-of-governors/meeting-agendas-and-synopses/>.

Maureen Armstrong, Secretary

APPENDICES

Executive Committee:

- Appendix A: Senate Committee Priorities 2018-2019
- Appendix B: Report on the Senate-sponsored Community Forum

Academic Policy, Planning and Research Committee:

- Appendix A: Process for Considering New / Revisioned Faculty

Academic Standards, Curriculum and Pedagogy Committee:

- Appendix A: Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC)
- Appendix B: Sessional Dates – Summer 2019 and Fall/Winter 2019-2020

Joint APPRC / ASCP Report

- Appendix A: Report of the Joint Sub-Committee on Quality Assurance

Senate Executive Priorities

Item	Commentary	Process	Timing
1. Labour Disruption Follow-up Initiatives:			
i. Process to clarify responsibility for suspension of classes in a disruption	Jointly with Board Executive, Senate Executive agreed to bring forward recommendations on the mandate and membership of a group tasked with clarifying the responsibilities of the Board, Senate and Administration for the suspension of classes during a disruption.	A proposed process for the review exercise is forthcoming for consideration by Executive and Senate.	Proposal to Executive for preliminary discussion Fall 2018. To Senate once endorsed by Executive.
ii. Review relevant Senate policies to address questions and need for clarity on matters that emerged: <ul style="list-style-type: none"> • Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes • Class Cancellation Policy • Sessional Dates and the Scheduling of Examinations 	The review will address implementation questions and areas in which the language may be vague or broad. Enhancements to the policies will better position the University to respond to any future disruptions.	To be confirmed. Coordinate with ASCP's planned review of the Sessional Dates policy.	Timing to be determined.

Item	Commentary	Process	Timing
<p>iii. Create a comprehensive record of remediation options and actions taken by the Executive Committee and Senate during the disruption; evaluate the effectiveness of the actions;</p> <p>Create a formal reference document of options for future use.</p>	<p>Post-strike reflections resulted in a recommendation to create a comprehensive record of the decisions taken by Executive. It will detail each action taken and identify some of the advantages and disadvantages of each. From the analysis of the record, a concrete reference document - informed by past practice and experience - will be prepared to assist decision-making in any future disruptions.</p>	<p>Senate Executive to receive and discuss an annotated record of Executive and Senate decisions made during the last disruption.</p>	<p>Winter 2019</p>
<p>2. Senate Rules and Membership Review:</p>			
<p>i. Senate’s Rules, Procedures and Guidelines review</p>	<p>Senate’s Rules, Procedures and Guidelines are published every three years which normally occasions a thorough review. The Rules were last published in February 2016.</p>	<p>Overseen by the Nominations Sub-committee.</p> <p>Minutes of meetings in 2018, survey results and correspondence from Senators identified rules and issues for review. Additional input sought from Senate.</p> <p>Draft revisions to the Rules to be presented to Executive for feedback and confirmation of next steps.</p>	<p>Spring 2019</p>
<p>ii. Senate Membership Review</p>	<p>Senate Rules provide for a review of Senate’s membership every two years. A</p>	<p>Input to be sought on needed changes with the establishment of the Markham</p>	<p>Spring 2019</p>

Item	Commentary	Process	Timing
	comprehensive review was last conducted in 2016-2017 leading to approval by Senate in April 2017.	Campus. The Nominations Sub-Committee will develop advice for the Committee.	
iii. Establishment of a review cycle of Senate Policies	Drawing on the experience of the 2018 labour disruption, it was decided that a regular review of Senate policies would keep the legislation current and create timely opportunities to address issues that arise.	The University Secretariat is preparing a proposal to this effect, including a policy template to bring consistency to the format of existing policies, and to guide the development of new policies.	Proposal to Senate Executive Winter 2019.
3. Review of Principles Governing a Presidential Search	<p>In January 2018 Executive Committee received and discussed a request to have a discussion about searches for academic appointees. President Lenton shared with Senate changes she authorized to the <i>University Procedures for Decanal Appointments</i>.</p> <p>Regarding the <i>Principles to Govern Presidential Search Committees</i>, Senate Executive agreed that time will be set aside at a future meeting for a properly framed discussion. The labour disruption to activities during the balance of the last academic year delayed the item of</p>	Senate Executive to bring forward to a meeting of Senate.	June 2019.

Item	Commentary	Process	Timing
	business.		
<p>4. Senate Policy on Accommodations for Students with Disabilities</p>	<p>The Policy was amended in June 2017.</p> <p>The next phase aims to present changes to the accompanying Guidelines and Procedures after consultations carried out by the Equity Sub-Committee.</p>	<p>In 2017-2018 the Sub-Committee developed a consultation plan and commenced meetings with some stakeholders. Once it is reconvened this academic year, it will resume that exercise.</p> <p>Resulting revisions to the Guidelines and Procedures to proceed to Executive Committee for review and approval.</p>	<p>Consultations to occur between November 2018 - April 2019.</p> <p>Proposed revisions to Executive in May / June 2019.</p>

APPRC Priorities
Les Jacobs, Chair

Priority	Specific Outcomes for 2018-2019	UAP Objective(s)	Status
Incomparable Metrics	<p>Advancing the development of inclusive quantitative and qualitative indicators that tell the York research story in a fairer, fuller way.</p> <p>Sharing of practices and possibilities.</p> <p>Discussion of metrics at Senate.</p> <p>Input into York's SMA-3 metrics, influence on system-wide.</p> <p>Enhance data analytics to better support tracking of UAP priorities</p>	<p>Addressed in "The External Landscape" section Objectives in Priority 7.</p> <p>Enabling the Plan</p>	<p>Reviewed Faculty Council submissions and summary report (October 4)</p> <p>Considering how best to re-engage the collegium (ongoing)</p> <p>Define a concrete action plan of next steps (Nov-Dec)</p> <p>Facilitated discussion of metrics at Senate (Winter term)</p>
Advancing innovative academic programs	<p>Foster collegial understanding of quality imperatives.</p> <p>Facilitate programs' sharing of knowledge and experiences gained from developing and renovating curriculum.</p> <p>Host a follow-up Forum of Ideas - perhaps jointly with ASCP - to explore ideas and issues identified in the first event in 2017-2018.</p>	<p>Priority Area 1: Innovative, Quality Programs for Academic Excellence</p> <ul style="list-style-type: none"> -enhance quality of academic programs; -facilitate opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming; -strengthen comprehensiveness and 	<p>Format for the Forum is being finalized in October and date to be determined.</p> <p>Forum arrangements, including confirmation of proposal proponents and panelists underway (Oct-Nov).</p>

Executive Report – Appendix A

Priority	Specific Outcomes for 2018-2019	UAP Objective(s)	Status
		interdisciplinarity -create more Faculty-spanning curriculum; -increase the number of experiential education opportunities;	
Furthering the development of E-CV platform	Exploration of opportunities to offer pan-University software to faculty members Inform and support the work of the Vice-President Research & Innovation to develop an electronic CV platform. Member of APPRC to serve on the VPRI-led Task Force.		Committee endorsed the establishment of a task force to examine possibilities in this domain (September 13) APPRC member of Task Force to be confirmed. Call for pan-university participants on the Task Force communicated by APPRC Chair in early October.
Tracking 2015-2020 UAP progress	Firm intelligence on the University's progress towards the UAP priorities in the Plan's penultimate year. Resumption of Deans / Principal meetings to discuss and gather tangible progress on UAP priorities and the challenges encountered to move others forward; half of the Deans visit Spring 2019, other half in Fall 2019.	Priority 7. Enabling the Plan	New question for the Deans to be prepared (November) Decanal visits commencing March 21 and April 4 2019; balance held in Fall 2019. Invitation and question to Deans / Principal (early 2019).

Priority	Specific Outcomes for 2018-2019	UAP Objective(s)	Status
New Faculty (FES-Geography-Others)	<p>Following Senate’s approval in principle to establish a new Faculty composed of Geography, FES and other unspecified units, APPRC will work this year to:</p> <p>Clarify and support the process for the development of a new Faculty.</p>	<p>Priority Area 1: Innovative, Quality Programs for Academic Excellence</p> <ul style="list-style-type: none"> -enhance quality of our academic programs; -facilitate opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming; -strengthen comprehensiveness and interdisciplinarity 	<p>Process planning discussion to commence Fall 2018.</p>
Markham Campus Planning	<p>Timely, meaningful discussion of academic dimensions of the campus.</p> <p>Consideration of specific proposals.</p> <p>Advice to the Provost and others.</p>	<p>Priority 5. Enhanced Campus Experience</p> <p>Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities</p>	<p>Ongoing.</p> <p>Coordinate with Provost, ASCP</p>
Non-Degree Studies	<p>To clarify approval process and enhance oversight of programming.</p> <p>An updated governance process and structure for non-degree studies.</p>	<p>Priority 7. Enabling the Plan</p>	<p>Report and proposal from the Provost Fall 2018.</p>

ASCP Priorities

Kim Michasiw, Chair

Priority	UAP Objective	Status (October 2018)
Reducing Degree Complexity / Optimizing Academic Infrastructure		
<p>Revisions to the Common Grading Scheme for Undergraduate Faculties: change the 9-point GPA scale to a 4-point scale and updates to the decades old policy.</p>	<p>Innovative, Quality Programs for Academic Excellence / reducing degree complexity</p>	<p>PARTIAL COMPLETION Senate approved in principle November 2017.</p> <p>NEXT STAGE: Registrar’s Office to present the technical grade scale conversion from 9.0 to 4.0 at 17 October 2018 Co-ordinating & Planning Subcommittee (C&P) meeting. The conversion will assist with defining Honours and progression standards.</p> <p>Qualitative grade descriptors also to be presented at 17 October C&P meeting.</p>
Enhancing Academic Standards, Grades & Examinations Policies / Processes		
<p>Review select Senate policies / regulations in context of UAP priorities and emerging pressures to address gaps, including:</p> <ul style="list-style-type: none"> • Grade Sheet Policy • Senate Certificate Guidelines • Senate academic regulations • Non-degree Studies Principles and Procedures • Sessional Dates Policy • Pass/Fail Grades Policy • Quality Assurance Policy updates 	<p>A student-centred approach</p>	<p>C&P seeking feedback from ASCP on which regulations should be prioritized.</p>

Executive Report – Appendix A

Priority	UAP Objective	Status (October 2018)
Year 2 tracking and assessment of data on the Academic Forgiveness Policies	A student-centred approach	Petitions and Course Relief Policy data to be analyzed by C&P. Issues identified and addressed. Fall 2018
Graduate Attributes	Innovative, Quality Programs for Academic Excellence	Discussions to commence with new academic programs at Markham Campus. First discussion held in conjunction with the update to ASCP on Markham Centre Campus at meeting of 12 September 2018.
Academic Integrity		ASCP to be prepared to contribute to discussions on academic integrity with: <ul style="list-style-type: none"> • Vice-Provost Academic • Senate Executive as they examine the Senate Policy on Academic Implications of Labour Disruptions

Awards Committee

Brenda Spotton Visano, Chair

For promoting, recognizing, and celebrating outstanding achievements in teaching, learning, service and research, the committee will focus much of its time on the adjudication of those awards that come before it.

The Committee will prioritize its reflection on and assessment of the extent to which we are fully and comprehensively celebrating the breadth of research conducted at York University. To address what last year's committee saw as a disproportionate emphasis on science-based research emerging from the nominations coming forward for prestigious research awards, this year's committee will

- complete the process of implementing the new President's Research Impact Award, intended to celebrate research which has had notable impact on "communities, individuals, public policies or practice, or translated successfully into impactful commercial or other applications,"
- complete the process of implementing the new "clusters" distinction in the President's Research Excellence and Emerging Research Leadership Awards, intended to promote a more level playing field in the assessment of two broadly distinct forms of scholarship (arts-based and science-based research), and
- reflect at year's end on the effectiveness of the cluster approach in this first year.

To further ensure the appropriate recognition of our diverse achievements in research, and in teaching and learning, the committee will more formally consider the application of Equity, Diversity and Inclusion principles in its adjudication of the various award nominations. Last year, it was agreed that committee members should have some training on unconscious bias prior to the adjudication of awards, and members were asked to review the Canada Research Chair [Unconscious Bias Training Module in advance of the Committee's first meeting](#). At the Committee's meeting of 14 September 2018, members indicated that they found the module to be a helpful training tool for award adjudications.

Finally, the committee will also continue exploring ways to encourage nominations from all Faculties for the prestigious awards which it adjudicates. One such method is to distribute the calls for nomination more broadly within the university community, which will be implemented in 2018-2019. The committee was particularly concerned that in 2017-2018 there were no nominations for the University Professorship.

Executive Committee Report – Appendix B

Report on the Senate-Sponsored Community Forum on Renewing Institutional Focus

What was Planned and What Emerged

The impetus for the community forum was a request from several Senators to dedicate a portion of a Senate meeting for a respectful exchange on re-establishing conditions for academic excellence post-strike. The Executive Committee saw value in bringing together York's community of scholars, students and staff to voice reflections and share opinions on regaining institutional momentum and re-setting the focus on advancing the University's academic priorities. An open forum, which would broaden access to the whole community, and enable discussion without the constraints of the rules and timelines that must frame a Senate meeting, met the spirit and intent of the Senators' request. The event was held on October 4, 2018 at 4:30pm in a large classroom in Accolade West building, and was live-streamed to accommodate members on the Glendon campus and anyone unable to attend in person. Approximately 200 people were in attendance, including the Chair and Vice-Chair of Senate, the President, the Provost, the Vice-President Finance & Administration, and members of Senate Executive. The session was moderated by Professor Ellen Auster. It ran for approximately two hours and was adjourned shortly after 6:30pm.

Designed to begin a conversation about how best to move ahead with our mission and academic objectives, two framing questions were posed in Senate Executive's invitation to the forum: *What advice do you have for regaining momentum and moving forward as a community*; and *What suggestions do you have for achieving our academic priorities?* Professor Auster was asked to moderate the session to garner participants' thoughts on York's collective strengths, the barriers that might emerge as we re-focus, and tangible ideas to collectively steer us toward our shared academic purposes. The will of the attendees - made clear very quickly - was to take the forum in a different, less defined, direction. The format that ensued was a candid airing of views, critiques and questions most often directed at the senior administration about matters rooted in the labour disruption.

Participant Reflections

Forum participants included faculty members, both long-serving and early career, and a mix of undergraduate and graduate students. Many in attendance planned to address the proceedings, and a communal decision was reached to allot two minutes for each speaker to afford room for all to contribute their remarks. Opinions were expressed on a

Senate of York University

wide range of topics, mostly centred on perceptions of the state of the University. Some were replies to the two framing questions by Senate Executive, which proffered contemplations on values to embrace and strategies to follow to continue York on its founders' vision and footpath. Several participants pointed to specific areas of the University where they believe improvements are needed to enhance community satisfaction and well-being. Campus infrastructure and cleanliness, classroom AV equipment and student support services were areas of concern in this context. Other expressions voiced were raw, personal observations grounded in strike-related experiences and frustrations.

The forum was provided to give the community an opportunity to share its views and for the Executive Committee and the senior administration to hear them. Of the moment responses to specific questions and statements were not planned. However, heeding the call of the room, President Lenton endeavoured to reply to the prevailing concerns and queries presented at the session. Loud and persistent interjections largely thwarted the President's efforts to comment.

Most of those speaking expressed criticisms or complaints with actions taken by the administration around the recent CUPE 3903 strike and/or with what they consider as a general trend toward increased corporatization of the university and away from collegial governance. Several remarked on specific recent issues such as the position taken by the Board of Governors on divestment, challenges experienced by CUPE 3903 members in getting paid and the Student Code complaints arising from certain events that took place during the strike. Emotions were high and the atmosphere was charged.

A number of participants in attendance advised that they had wished to provide comments and suggestions but, seeing the hostility exhibited by many in the room, were not comfortable doing so.

Broad themes in the commentary were captured as follows:

- General University matters
- Labour Relations
- Governance
- Board of Governors
- Public Policy / Post-secondary System
- Decision-making and disruptions

A compendium of the ideas raised has been compiled, and is attached as an appendix to this report. While no questions or comments came forward from members who joined the forum via the livestream feed, a written submission was received from a group of faculty members in the Faculty of Education, and one attendee provided the full text of his truncated oral remarks made at the forum. In addition, several participants at the event wrote and submitted comments on a form that had been created and distributed

Senate of York University

for that purpose. These written submissions have also been reviewed and incorporated into the compendium.

Outcomes Related to Senate

There were many significant recommendations proposed at the forum for consideration of which just a few lie directly in Senate's hands. Two key items related to Senate were noted and will be taken up by Senate Executive: Enhancing governance from the lessons learned from the labour disruption; and forging ahead with academic plans.

A. Enhancing Governance with Lessons Learned from the Disruption

Feedback received— from this forum and other community members in recent months — has identified several priorities for the Executive Committee to pursue this year to address gaps and make improvements in governance matters related to labour disruptions. The specific initiatives are as follows:

1. Process for to clarify responsibilities in a disruption

In concert with the Executive Committee of the Board of Governors, Senate Executive agreed to bring forward recommendations on the mandate and membership of a group tasked with clarifying the responsibilities of the Board, Senate and Administration relating to suspension of classes in the event of a Disruption. A proposal to that end is scheduled for a preliminary discussion in November 2018.

2. Review relevant Senate policies to address questions and the need for clarity on matters that emerged, including:

- Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes
- Class Cancellation Policy
- Policy on Sessional Dates and the Scheduling of Examinations

Feedback from the community and a “lessons learned” discussion by the Executive Committee surfaced the need to review those Senate policies about which questions surfaced due to vague or broad language. The experience of this lengthy and complex disruption may serve to better position the University to respond to any future disruptions.

3. Create a comprehensive record of remediation options and actions taken by the Executive Committee and Senate during the disruption; evaluate the effectiveness of the actions; create a formal reference document of options for future use.

Senate of York University

The Committee's post-strike reflections resulted in a recommendation to create a comprehensive record of the decisions taken by Executive. It will detail each action taken and identify some of the advantages and disadvantages of each. From the analysis of the record, a concrete reference document - informed by past practice and experience - will be prepared to assist decision-making in any future disruptions. Work has already begun on this project.

4. Senate's Rules, Procedures and Guidelines review

Minutes of meetings in 2018, survey results and correspondence from Senators about the Senate meetings during the labour disruption identified specific rules and issues that will benefit from assessment during this Senate Rules review cycle. That exercise will commence shortly and will be brought forward to Senate for approval.

5. Establishment of a review cycle of Senate Policies

Drawing in part on the experience of the 2018 labour disruption, the Executive Committee determined that a regular review of Senate policies would keep the legislation current and create timely opportunities to address issues that arise.

B. Forging Ahead with Academic Plans

Regaining institutional momentum requires more than tending to needed governance revisions. Opinions have been expressed in all corners of the University that an equally constructive course of action is resuming at full strength our academic and research plans. Resuming focus on activities that inspire and motivate us in our work and study will help recuperation. Senate can best serve the University in this regard by supporting the attainment of objectives in the University Academic Plan (UAP) and Strategic Research Plan, by encouraging and fostering innovations and excellence, and restoring engagement in significant initiatives including the Markham Centre Campus.

In this vein, Senate committees have been spurred into action. In response to Executive's call, they have articulated their respective 2018-2019 priorities that are designed to help advance the 2015-2020 UAP goals. Facilitated discussions on topics of significance to the University are being planned for upcoming Senate meetings, an academic forum will be hosted by APPRC in the coming months to further recent progress on enhancing curriculum development, and ASCP is modernizing the University's grading scheme. These are just a few of the academic initiatives being driven by Senate this year. We encourage the community to review the committees' priorities and to likewise identify individual, departmental or Faculty opportunities that help the University resume its momentum.

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Outcomes Related to Administration

As noted above, several of the suggestions put forth in the open session are not within Senate's purview. Members of the senior administration were in attendance at the forum and heard first-hand the views expressed and requests made by the community. Senate Executive has also shared with the administration the written summation of recommendations.

The Committee understands that the administration is continuing to gather input from the community and to develop plans for addressing the concerns and suggestions raised.

Senate of York University

Appendix: Compilation of Concrete Suggestions¹

General

- Address anxieties / mental health distress in the community resulting from the disruption
- Make a conscious return to York's values (progressive, equitable etc.)
- Actively pursue truth and reconciliation
- Support survivors of sexual violence with proper training and consultation on the sexual violence policy
- Provide contract faculty with mailboxes, access to a computer/printer/copier, space to hold office hours with students
- Improve the condition of AV equipment in classrooms
- Encourage department / school heads to acknowledge and interact with contract faculty
- Open work-study programs (RAY, CLAY, YES) to international students
- Make all meetings and spaces on campus accessible
- Provide funding to graduate students, contract faculty and unions to host / offer academic activities to enhance intellectual engagement at the University
- Promote student engagement through participation in clubs, councils
- Champion the Liberal Arts
- Improve washrooms
- Return a focus on learning and program development
- Act on matters raised in this forum and by the community

Labour Relations

- A York strength turns on the special role played by unions
- York would be severely damaged by another strike and it must be avoided
- Limit public relations, social media efforts by the employer
- Hire a firm other than one that has a track record of taking on unions, forcing strikes
- Recognize unions as trustworthy, capable of partnering with the administration within a collegial setting not in an adversarial role
- Ensure prompt payment for work done
- Clarify TA responsibilities
- Provide TA contracts in a timely manner
- Increase tenure-track hiring; recent increase in Alternate Stream a good start.

¹ This list is based on remarks at the forum, suggestions relayed on the worksheets distributed at the event, and written submissions.

Senate of York University

Governance

- Create a comprehensive strategic plan and focus on execution
- More consultative, transparent, bottom-up decision making with appropriate consultations
- Ensure there is appropriate consultation on issues before decisions are made
- Listen so that those consulted know they are heard
- See Senate as trustworthy, responsible and recognize its authority
- Review the Student Code of Conduct / do not apply to actions taken by or in support of unions and their members
- Be transparent about university finances and encourage awareness
- Strive for consensus, foster democracy, break down silos
- Develop a divestment strategy to address health concerns such as tobacco use abroad / climate change solutions / arms reduction / affirmation of the land and human rights of indigenous peoples; do this in consultation with diverse University stakeholders
- Restore the supremacy of Senate over Senate Executive in decision-making
- Open searches for senior academic positions
- Address a change-averse culture and promote agile decision-making
- Hold student town halls so students can participate better in collegial governance
- Review the role and membership of Senate Executive and how it relates to Senate and the academic community
- Require Faculty Council chairs to be members of Senate
- Convene a meeting of Faculty Council chairs to explore the role of Senate and Faculty Councils in the conduct of academic governance
- Ensure that Senators address one another with the title of Senator
- Send a Senate group to each Faculty / department for consultation with faculty members and educate them about the important work of Senate
- CAUT review of governance

Board of Governors

- Diversify Board membership to better reflect the community and its values (e.g. more Liberal Arts backgrounds, or people from advocacy and not-for-profit groups; do not blunt diversification through a skills matrix)
- Allow community more say in who is selected for the Board
- Elect Board student member through YFS, GSA
- Divest from tobacco, arms, and companies that deal in fossil fuels; restore YUACRI or replace; many groups have endorsed this but the administration and Board appear to be standing alone
- Accept YUFA's analysis of the Board membership (number of faculty members, how elected, eligibility for Executive, retention of union membership, YUFA officers eligible) and redress in bargaining
- Clearly delineate fiduciary duties and academic duties in regular and exceptional circumstances

Senate of York University

Public Policy

- Join together to take on Queens Park and ensure that university autonomy, funding etc. are protected (paying special attention to the freedom of speech initiative which, at York, should involve thorough consultations and Senate action)
- Address job precarity

Decision-Making and Disruptions

- Cancel classes in a disruption
- Ensure remediation framework does not undermine academic integrity or is overly complex, confusing
- Address the fact that accommodations are not being delivered by some professors in contravention of Senate Executive decisions
- Reach out to students to understand how they perceived remediation
- Strike an ad hoc group of non-Senators to investigate and report on actions taken and processes followed by Senate Executive during the strike
- Continue to hold open sessions to promote healing / keep community informed and offer opportunity for comments and input on University matters; administration needs to be more accessible and responsive to critiques



**OFFICE OF THE
PROVOST & VICE-
PRESIDENT
ACADEMIC**

918 KANEFF TOWER
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5280

provost@yorku.ca
<http://vpap.info.yorku.ca/>

Memorandum

To: APPRC

From: Lisa Philipps, Provost & Vice-President Academic

Cc: Alice Hovorka, Dean, Faculty of Environmental Studies
J.J. McMurtry, Interim Dean, Faculty of Liberal Arts & Professional Studies
Joseph Mensah, Chair, Department of Geography
Kim Michasiw, Chair, ASCP
Alice Pitt, Vice-Provost Academic

Date: October 18, 2018

Subject: Process for Considering New or Revisioned Faculty

I am writing to share with APPRC the process I am proposing to complete the development of a new or revisioned Faculty focused broadly on environmental themes.

Committee members will recall that Senate at its meeting of June 15, 2017 passed APPRC's motion to "approve, in principle, the establishment of a new Faculty comprising the Faculty of Environmental Studies, the LA&PS Department of Geography, and potentially other departmental units or programs." Colleagues made significant progress in building consensus on the programs to be offered by the proposed new Faculty, until discussions were paused in the spring of 2018. With a new FES Dean now in place, it is timely to resume the process with the goal of bringing another motion to Senate by June 2019.

APPRC conducted a helpful debriefing in May of this year to learn about the progress that had been made on this initiative in 2017-18 and the lessons learned about how it could best be advanced to the next stage. Co-coordinators Gail Fraser and Tricia Wood advised that collegial efforts would have benefited from stronger institutional support. Then APPRC Chair Thomas Loebel echoed this theme in his follow up memo of May 28, 2018 which noted the need for "authentic, visible, dedicated championship at the senior level to augment and support collegial efforts" and recommended that both APPRC and ASCP play a greater role in future in assisting planners. I take these observations seriously in proposing the following process for reaching a decision on a new or revisioned Faculty in 2018-19.



1. **Facilitating Group.** This group is being proposed to take responsibility for overseeing the process. Its mandate will include organizing and tracking the overall process to ensure that roles and responsibilities are clear, and consultations are inclusive of participating units as well as others directly affected; providing early input on proposals for curricular programming to be offered by the new or revised Faculty; facilitating agreements and decisions on administrative, governance and budgetary issues; and preparing updates, motions and documentation as needed for Senate, the Board of Governors, and their relevant Committees. Meetings will be coordinated by the Senate Secretariat and will be co-chaired by Les Jacobs, APPRC Chair, and Kim Michasiw, ASPC Chair, with the following additional members:

Alice Hovorka (Dean, FES)
J.J. McMurtry (Interim Dean, LA&PS)
Joseph Mensah (Chair, Geography)
Lisa Philipps (Provost & VPA)
Alice Pitt (Vice-Provost Academic)

2. **Collegial Consultations.** I have asked Dean Hovorka to work closely with Geography Chair Joseph Mensah in taking leadership to establish a process for consultation and dialogue with colleagues in both units, aimed at envisioning curricular offerings for the new or revised Faculty. Assuming broad consensus can be achieved on a curricular vision, I anticipate the Dean and Chair would then proceed to work with colleagues to develop detailed proposals and to flesh out proposed governance structures. The Facilitating Group would provide feedback and support to refine proposals and would facilitate development of a complement and budget plan to resource the new or revised Faculty.

3. **Other Units/Programs.** The motion in principle indicated that "other departmental units or programs" may be merged into the new or revised Faculty. In order to re-establish the process, we will start with the two units of Environmental Studies and Geography as the core participants. Once the basic process for collaboration is clarified the Facilitating Group will seek to ensure effective consultation with other interested groups. It is expected that due to its interdisciplinary nature the new or revised Faculty will offer degree programming in areas that are not currently exclusive to Geography or FES (prominent examples include areas within urban studies/planning, environmental science, and geography). Several strategies are available to work through this issue of overlapping programs:

- Individual faculty members who are appointed outside of Geography and FES may express an interest in moving their appointments to the new or revised Faculty based on alignment of their teaching and research expertise. A move will require the agreement of both the faculty member's current Dean and the Dean of the new or revised Faculty.
- For overlapping programs that span more than one Faculty or unit, the Provost's office is developing new guidelines for collaborative, interdisciplinary programming. These guidelines will clarify the governance and resourcing framework for shared programs that are delivered through the cooperation of two or more Faculties or units. The guidelines will serve to facilitate the development and delivery of such programs, to ensure

fairness to all participating units, to improve the student experience, and to present prospective students with clear program options that reflect York's distinctive strengths.

- Movement of cognate programs into the new or revisioned Faculty is also a possibility if the Facilitating Group determines, following consultations with affected units, that doing so is the best way to advance the overall interests of the University.

3. Collective Agreement Rights. The Provost and Deans of FES and LA&PS will work together to keep YUFA informed of the process and to seek its input on any impacts of the restructuring that engage rights and obligations under the CA. The CA rights of individual faculty members will be fully respected in relation to any potential transfers of appointments between units.

4. Other Restructuring Proposals Deferred. The Institutional Integrated Resource Plan included a recommendation to assess whether we have the optimal organizational structures to support the UAP 2015-2020 goals and the realization of the University's vision. We will however be deferring this recommendation and placing a moratorium on consideration of any other restructuring proposals until after 2018-2019, so that decisions can first be reached on the creation of the new or revisioned Faculty contemplated here.

5. Reporting back to Senate. The Facilitating Group will report back regularly to APPRC and ASCP, to inform their reports and recommendations to Senate.

I look forward to APPRC's feedback and to working with all those involved to resume a discussion that I believe is vital to the University's future progress.

Schulich School of Business Memorandum

To: Faculty Council

From: Theodore Peridis, Professor of Strategic Management Schulich School of Business.

Date: March 14, 2018

Re: Proposal for a Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC)

Motions:

Motion 1:

That the Faculty Council approve the proposal for a new Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC).

Rationale:

The proposed concurrent Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC) is designed to address an unfilled need in post-graduate management education, especially for students arriving in Canada from overseas who might lack the exposure to and appreciation of cultural differences, business practice norms, conventions and vocabulary to effectively interact with and contribute to the businesses they will be engaged with post-graduation. The diploma addresses a pronounced need articulated by our increasing contingent of graduate students who might have extensive business and practical experience in their home countries but little exposure to norms and conventions elsewhere and find a transition to North America challenging or unconventional. To better enable this transition, the learning outcomes of the Graduate Diploma emphasize the development of communication, negotiation and presentation skills, as well as provide an understanding of hiring practices and job search strategies in North America.

YORK UNIVERSITY
Schulich School of Business

**Proposal for a Graduate Diploma in
Culture, Communication and Leadership in Canada**

Type 2 – concurrent with the MBA program

March 16, 2018

Task Force Members:

Theo Peridis (Chair; Director at large)
Ashwin Joshi (Director, MBA Program)
Melissa Judd (Assistant Dean, Students)

1. Introduction

1.1. Brief Statement of the Program

The proposed concurrent Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC) is designed to address an unfilled need in post-graduate management education, especially for students arriving in Canada from overseas who might lack the exposure to and appreciation of cultural differences, business practice norms, conventions and vocabulary to effectively interact with and contribute to the businesses they will be engaged with post graduation. The diploma addresses a pronounced need articulated by our increasing contingent of graduate students who might have extensive business and practical experience in their home countries but little exposure to norms and conventions elsewhere and find a transition to North America challenging or unconventional.

The proposed diploma specifically addresses an unfilled need in the Schulich MBA in India (SBI) program. Students in this cohort complete the first half of their MBA at our Hyderabad campus and year two of the program in Toronto. A consistent theme that has emerged from SBI students is a need for greater acclimatization to the Canadian business landscape during their studies to support a career transition across geographies. To better enable this transition, the learning outcomes of the Graduate Diploma emphasize the development of communication, negotiation and presentation skills, as well as provide an understanding of hiring practices and job search strategies in North America through the professional development course taught in the first year in India. In addition, the Diploma helps to anchor participants' understanding of the Canadian business landscape with an industry specific course in a chosen area of focus in the second year of the program. A required placement enables students to both apply and reflect upon their learnings and acquire Canadian experience prior to transitioning to full-time employment post-degree.

International students completing Schulich's MBA program have expressed strong desire for enhanced and guided exposure to such skills as communications, interpersonal relations, presentations, engaging constructively and leading teams and have articulated a desire for such exposure to be more systematic and coordinated in order to serve more effectively in their personal and professional development. Those expressions of need have been the impetus for the proposed diploma.

The proposed CCLC is distinct from our IMBA program, which aims to develop managers of international businesses and international operations. Moreover, the diploma is distinct from our International Business specialization in the MBA program which aims to expose students to the peculiarities and dynamism of international business.

1.2. Endorsed Fields of Study

N/A

1.3. Method Used to Develop the Program

The Graduate Diploma has been designed by a Schulich-based task force that obtained input from a range of current and past students and recruiters of Schulich and especially students in the SBI program to ameliorate their integration into the Canadian market. The task force also considered comments from prospective students and feedback received during open houses and interview events with applicants. As well, the task force conducted interviews with program directors within Schulich and the senior executives of our Students Services and International Relations department and the Career Development Center.

In a survey conducted of three recent cohorts of students in the program, 66% of respondents rated placement opportunities in their MBA as very to extremely important and 78.3% rated the ability to work outside of India post-degree as very to extremely important. Over half of those surveyed post-degree, however, stated that they were not able to complete a placement during their MBA, even though they had hoped to. Moreover, close to 65% of the class was not satisfied with the type of professional development support they received in India.

The importance of professional development in the Canadian context is underscored by results of the GMAC Corporate Recruiters Survey (2016): “Among 12 traits that survey respondents were asked to rank as most important, a candidate’s ability to fit within an organizational culture was ranked highest overall among all categories, followed by the ability to work in teams, and the ability to make an impact.”

The SBI provides an exceptional learning environment and cohort experience in Hyderabad and exposes students to Indian and North American business contexts. This is an important strength of the program. Yet, one area of opportunity moving forward is to minimize the uneven footing students experience as it relates professional development preparation and cultural acclimatization to support securing Canadian placements or, later on, employment by addressing areas in which students in the cohort exhibit deficits.

Taken together, the proposed diploma needs to resolve these issues by:

1. Further developing students’ communication skills
2. Further improving students’ leadership skills
3. Improving students’ comprehension of and familiarity with the North American social and business cultures.

These three learning goals were translated into competence-based learning objectives, and the resulting academic requirements structured to achieve those objectives. In designing the diploma, the task force aligned the structure of this concurrent diploma with the existing suite of concurrent diplomas offered in the MBA program.

The resulting curriculum was shared with colleagues and students for feedback and subsequently discussed at Schulich’s Master Programs Committee and recommended for approval to FGS APPC, FGS Council and Schulich Council.

1.4. Faculty in which the Program is housed

The program will be housed in the Schulich School of Business and delivered partially on our Hyderabad and Toronto campuses.

2. General Objectives of the Program

2.1. Brief Overview

The diploma's objective is to better educate international students on the North American social and business cultures and provide the skills necessary for successfully managing in North America. The diploma's goals are to:

1. Further develop students' communication skills
2. Further improve students' leadership skills
3. Improve students' comprehension of and familiarity with the North American social and business cultures.

This is achieved by providing a year-long professional development course, requiring a set of courses focused on communication, leadership and culture, and requiring students take part in a placement in North America in order to experience communication patterns, culture and leadership first-hand.

2.2. Alignment with University and Faculty Missions

University Goals

This program will support the University's goals as outlined in the 2015-2020 UAP as follows:

- *Academic Quality and Student Success.* The proposed CCLC is specifically designed to enhance the professional managerial education of students in the SBI cohort. It aligns with York's culture of excellence; its development was motivated by enhancing student success and harnessing student feedback to enable greater professional development and deepen career support. This aligns precisely with Priority 4 of the UAP which focuses on enhancing a student centered approach at the institution. The program's design is based on expected learning outcomes. Paired with teaching facilitated by a highly capable Faculty, the aims of academic quality and student success are being addressed.
- *Enhanced Quality in Teaching and Learning and Internationalization.* Much of the curriculum in the program is delivered through courses that contain experiential learning. The diploma also relies on partnerships with industry to provide workplace-based learning opportunities through placements. The Graduate Diploma also supports

internationalization by making the MBA program more attractive to students entering our SBI campus by enhancing student mobility, specifically for students interested in employment in Canada.

- *Enhanced Community Engagement.* The placement component of the diploma, coupled with the guest lectures in the professional development course, provide relevant opportunities for students to ground their learning in applied contexts. The experiential components of the program also address the strategic priority of Enhanced Community Engagement.

York University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This Diploma strengthens the curriculum for a key cohort within the flagship MBA program at the Schulich School of Business.

Faculty Goals

The Schulich School's academic plan calls for the School to be global, innovative, and diverse. The CCLC exhibits all these attributes. It introduces and enhances the appreciation of cultural differences, diversity in communication styles and leadership imperatives to individuals who are academically highly qualified but lack context specific insights and the tools to navigate inter-contextual settings. At the same time, the program furthers the Faculty's shared goals of pedagogical innovation in terms of optimized, outcome-oriented curriculum design and the use of experiential community-involved high impact teaching practices. It helps the Faculty enhance its program offerings to international students and further strengthen the appeal of the SBI option within the MBA program.

3. Need and Demand

The CCLC aligns with the express needs of students in the SBI cohort in the following ways:

- it facilitates greater professional development in the first year of the program,
- it provides greater acclimatization to the Canadian / North American context (with focus on the former) through its curricular and placement opportunities
- it enhances students' communication skills.

The demand for the diploma, based on current enrolments in the SBI cohort, is approximately 30-40 students per year. As pointed out above, students in the SBI cohort have expressed keen interest in such a diploma.

4. Program Content and Curriculum

4.1. Program Requirements and Courses

The concurrent Graduate Diploma is embedded within the SBI cohort in the MBA program. Completion of the Diploma requires the completion of a full-year (two-term) zero credit professional development course plus 12 credits of courses, of which 9 credits are chosen from three categories (see below) and the remaining 3 credits are dedicated to the placement. Satisfactory completion of the professional development course is a prerequisite for the placement. The diploma must be completed at the same time as the completion of the MBA degree requirements.

In detail, the structure of the Diploma is as follows:

- MGMT 5000 0.00 (pass/fail) – Professional Development in the Canadian Context, offered in year 1 of the MBA program, spanning the two semesters at SBI.
- A three-credit elective focused on communications:
 - SB/MGMT 6300 3.00, Case Analysis and Presentation Skills
 - SB/IBUS 6490 3.00, International Negotiations-Analysis, Strategy & Practice
 - SB/ORGS 6050 3.00, Negotiations
- A three-credit elective focusing on leadership:
 - ORGS 6650 3.00, The Art and Science of Leadership
 - ORGS 6720 3.00, Managing Team Dynamics
 - ORGS 6350 3.00, Managing Change
- A three-credit elective course addressing the North American context in select industries:
 - PROP 6150 3.00, Economic Forces Shaping the City
 - MKTG 6321 3.00, Entertainment Culture and Marketing
 - FNSV 5500 1.50, Introduction to Financial Services Management, plus FNSV 6985 1.50, The Canadian Life Insurance Industry & International Competition
 - FNSV 6700 3.00, Management of Risk in Financial Institutions
 - MGMT 6200 3.00, Business Administration and the Law
- MGMT 6850 3.00 – Graduate Placement Course: a twelve-week placement in an approved organization (approval provided by the Diploma Coordinator and is dependent on the organization meeting requirements of a rich cultural context and the work assignment providing opportunities to interact with local and international peers in a work setting. The approval does not depend on industry or role). The work experience part of the placement must be completed prior to the student's last term in the MBA program, and will typically take place in the Summer between first and second year. Students may complete the placement in the Fall of their second year of study subject to permission by Student & Enrolment Services. The academic component of the placement and associated enrolment in MGMT 6850 3.00 will take place in the subsequent term (i.e. if the 12-week placement is in the Summer term, enrolment in MGMT 6850 3.00 would take place in Fall; please see **Appendix E** for a mapping).

The list of electives is subject to regular review by the Diploma Coordinator, with changes approved by the appropriate program committee.

4.2. Courses

Appendix C contains the course descriptions. The twelve courses that constitute the pool of courses eligible for the Diploma already exist in the Schulich calendar and are offered at least once and frequently multiple times throughout the year, thus facilitating the students' enrollment schedule for completion of the Diploma.

The non-credit professional development course consists of a series of workshops on cultural sensitivity, etiquette, developing a professional vocabulary, stance and attitude. It also includes guest speakers elaborating on their career trajectories. Students are expected to attend all workshops and actively engage in the exercises and the discussion.

4.3. Course Level

All courses are at the graduate level.

4.4. Calendar Copy

Calendar copy is provided in **Appendix D**.

5. Program Learning Outcomes and Assessment

5.1. Learning Outcomes

The Graduate Diploma's goals and learning objectives are strongly related to the MBA and IMBA programs' learning outcomes but focus on developing the objectives in the North American context. The goals and objectives are as follows:

Goal 1: Professional Communication Skills in the North American context

- 1.1 Create and deliver effective and engaging oral presentations.
- 1.2 Write effective and engaging business documents appropriate for the target audience.

Goal 2: Leadership Skills in the North American context

- 2.1 Use appropriate skills and strategies to work effectively in teams in the North American context.

Goal 3: Knowledge of and Experience with the North American social and business cultures.

- 3.1 Ability to personally reflect on and adapt leadership strategies to different situations, while remaining true to values, vision and purpose.
- 3.2 Appreciate, analyze and evaluate the role of cultural context in shaping social and ethical issues and individuals' perspectives regarding such issues.

5.2. Achieving the Program Learning Objectives

The expected learning outcomes are supported via a structure that develops students' skills in managing across cultural contexts functional by exposure to both country and industry diversity. While learning to apply these skills, students are also directed to be open-minded and yet critical, and to diagnose, analyze and exercise judgment about cultural differences, appreciate diversity of styles, norms, approaches and perspectives. While courses in specific topics will develop students' analytic and judgment abilities, the complementary components of the Diploma will enable the students to apply those abilities within the broader context of management and Canada.

The CCLC is designed to place an emphasis on cultural diversity within teamwork and communication skills from the very beginning and throughout the coursework and the placement component.

The table in section 5.3 shows in more detail how the knowledge and skills are developed across the Diploma's components.

5.3. Assessment of Learning Outcomes

	MGMT 5000 – Professional Development	Communications Courses	Leadership Courses	Cultural Context Courses	MGMT 6850 - Placement Course
Goal 1: Professional Communication Skills in the North American context					
1.1 Create and deliver effective and engaging oral presentations	I	D	D	D	A
1.2 Write effective and engaging business documents appropriate for the target audience	I	D	D	D	A
Goal 2: Leadership Skills in the North American context					
2.1 Use appropriate skills and strategies to work effectively in teams in the North American context	I		D	D	A
Goal 3: Knowledge of and Experience with the North American social and business cultures					
3.1 Ability to personally reflect on and adapt leadership strategies to different situations, while remaining true to values, vision and purpose	I			D	A
3.2 Appreciate, analyze and evaluate the role of cultural context in shaping social and ethical issues and individuals' perspectives regarding such issues	I			D	A

List of Outcome Assessments:

Goal 1: Professional Communication Skills in the North American context

1.1 Create and deliver effective and engaging oral presentations.

Assessment: MGMT 6850 – final presentation to the course instructor

1.2 Write effective and engaging business documents appropriate for the target audience.

Assessment: MGMT 6850 – final reflection report

Goal 2: Leadership Skills in the North American context

2.1 Use appropriate skills and strategies to work effectively in teams in the North American context.

Assessment: MGMT 6850 – supervisor report

Goal 3: Knowledge of and Experience with the North American social and business cultures.

3.1 Ability to personally reflect on and adapt leadership strategies to different situations, while remaining true to values, vision and purpose.

Assessment: MGMT 6850 – final reflection paper

3.2 Appreciate, analyze and evaluate the role of cultural context in shaping social and ethical issues and individuals' perspectives regarding such issues.

Assessment: MGMT 6850 – final reflection paper

5.4. Normal Program Length

This program will run in parallel with the MBA and will require four to five terms to complete, depending on course scheduling, including the placement term.

5.5. Delivery Modes

The program is a course-based professional graduate diploma. Therefore, the delivery mode focuses on course work and experiential learning through participation in a placement. However, the nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis and discussion, reflection, team work, and outreach and assistance to external organizations as part of their placement requirement.

6. Admission Requirements

6.1. Program Admission Requirements

As this is a concurrent diploma, students must have been admitted into the MBA program's India cohort. No separate admission requirements exist for the Diploma.

6.2. Alternative Requirements

N/A

7. Resources

7.1. Areas of Faculty Strength and Expertise

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in public, private and nonprofit realms. As well, Schulich is one of the very few business schools that has in-house experts in areas such as sustainability, ethics, government, health care, real property and infrastructure, financial services, voluntary organizations, and business and the environment.

The resources for this diploma will be drawn from the general resource base of the Schulich School. This includes instructors from the areas of Marketing, Organization Studies, International Business, as well as Strategic Management. Students will be able to enroll in courses as space permits, and we do not anticipate having to mount additional sections of courses to service the diploma. The professional development course will be taught by the SBI location director (currently Prof. Theodore Peridis), and placements supervised by the diploma director.

Schulich also has broad experience in running highly experiential courses, including major research projects that involve external organizations, and internships / placements. The latter are a staple of all of Schulich's diplomas. Resources are in place to support students in finding placement sites.

7.2. Role of Retired and Contract Instructors

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

to above, Schulich will make use of qualified contract instructors as advisable.

Retired professors also are valuable teaching resources due to their long experience and insight, but they are not expected to take a significant teaching role.

7.3. Laboratory Facilities/Equipment

This program requires no research equipment or facilities. Thus, no research support is necessary as the Diploma is not a research-based degree program.

7.4. Space

Given the expected size of the Diploma and its composition, space constraints are not an issue.

7.5. Support Services

The primary support services will be the library, information technology, career services and student services, all of which are already in existence at Schulich and serve its other programs.

7.6. Financial Support and Supervisory Capacity

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

7.7. Enrolment Projections

It is anticipated that the majority of students (likely 30-40 students) within the Schulich MBA in India cohort will pursue the Diploma to build a deeper understanding of the North American managerial environment and enhance the skills sought after by employers.

7.8. Support Statements and Consultations

Please see the Dean's resource statement and the librarian's statement.

Consultations were undertaken with relevant stakeholders within the Schulich School of Business, including other program directors, area coordinators and course directors whose courses are included in this Diploma. Consultations outside the Faculty are not necessary as the Diploma is open only to Schulich MBA students and does not compete with any other program at York or beyond.

Appendix C
Graduate Diploma in Culture, Communication and Leadership in Canada
Course Summaries

Core Diploma Courses

SB/MGMT 5000 0.00 - Professional Development in the Canadian Context

This course is designed to help international students acquire skills and knowledge that will facilitate their professional development in a Canadian context. Students will (1) engage in self-assessment, (2) develop an awareness of their new professional environment, (3) learn how to interact with other professionals in the North American cultural setting, and (4) promote themselves in an effective manner.

SB/MGMT 6850 3.00 – Graduate Placement

This course provides MBA students with an opportunity to gain relevant work experience. The work experience must be structured to satisfy the requirements of the Graduate Diploma in Culture, Communication, and Leadership in Canada and must be approved by the diploma director.

Communication Courses

SB/MGMT 6300 3.00 - Case Analysis and Presentation Skills

This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second-year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course.

SB/IBUS 6490 3.00 - International Negotiations-Analysis, Strategy & Practice

This course provides structured approaches to understanding, planning, and doing business negotiations in international contexts. Students apply their business knowledge in a series of interactive exercises and written assignments in order to develop analytic, strategic and practical negotiation skills. On two Saturdays, students conduct complex negotiation simulations (e.g., alliance formation, foreign market entry) and receive performance feedback from experienced negotiators. Prerequisites: All 5100-series Required Courses or permission of the instructor.

SB/ORGS 6050 3.00 - Negotiations

Provides students with insight into their own negotiation style and how to become a more

effective negotiator. The course takes an experiential approach to exploring the concepts, theories, and psychology of negotiations. Students will gain knowledge of the different approaches to negotiations and the strategies and tactics unique to each. The course will provide students with opportunity to learn, practice, and refine negotiation skills as well as equip them with the skills necessary to negotiate constructive resolution to conflict in the workplace.

Prerequisite: SB/ORGS 5100 3.00.

Leadership Courses

SB/ORGS 6650 3.00 - The Art and Science of Leadership

This course provides future leaders a multifaceted approach to Leadership. Knowledge and skills are developed via: 1) exposure to current theories/research; 2) knowledge of one's current level of leadership ability via assessment tools; 3) opportunities to practice applying this new knowledge via course activities and projects. Students develop an in-depth plan for their own future development and success as leaders.

Prerequisite: SB/ORGS 5100 3.0

SB/ORGS 6720 3.00 - Managing Team Dynamics

Organizations have moved to flatter, team-based structures. Unfortunately, team dynamics (and ultimately team performance) is often left to chance. This course draws on solid empirical research to help future team managers increase the probability of team success. Participants will draw from their own experiences in discussing team management skills, and will apply them in experiential exercises (no group hugs).

Prerequisite: ORGS 5100 3.0 and MGMT 5150 3.0

SB/ORGS 6350 3.00 - Managing Change

As the environment of many business and nonprofit organizations becomes increasingly complex and unstable, it is imperative that top managers be able to create a climate of flexibility and adaptability in their operations. Organizations must be able to undertake major change without destructive side effects to be truly successful. This course surveys the major methods available to the modern manager for effectively managing the process of change and creating a general climate in which needed changes are sought and welcomed throughout the organization. The course emphasizes case studies and the discussion of alternative change management models.

Prerequisite: SB/ORGS 5100 3.00

Culture-Focused Courses

SB/PROP6150 – Economic Forces Shaping the City

Those who shape cities must understand the fundamental economic forces at work and the resulting spatial pattern of activities that sustain city life. The course contributes to an understanding of these forces and the role they play in achieving a better built environment. This includes a theoretical perspective as well as the skills and knowledge to make wise decisions.

SB/MKTG6321 3.00 - Entertainment Culture and Marketing

Using an effective combination of readings, class discussions, real world entertainment marketing cases, and guest speakers, this course develops a managerial and socio-cultural perspective on the marketing of entertainment. Attention is focused on analyzing the relationship between the global marketplace and entertainment business decision-making; the determination of entertainment products, services, experiences, prices, channels and communications strategies for motion pictures, music, games, theme parks, and online entertainment culture. Prerequisite: SB/MKTG 5200 3.00.

SB/FNSV5500 1.50 – Introduction to Financial Services Management

This course provides an overview of the global financial services industry with attention to the role of financial institutions in financial systems and the differences between different types of financial institutions. The course will introduce students to key issues facing financial institutions including the importance of public policy, institutional change, growth strategies, risk management and practical management issues.

Prerequisite: ALL 5100-series Required Foundations of Management Core Courses (FINE 5200.030 is recommended). This course should be taken in the first year of study to provide an opportunity to enrol in the Financial Services elective classes.

SB/FNSV6985 1.50 - The Canadian Life Insurance Industry & International Competition

The life insurance business in Canada is one of this country's least known success stories. This course will focus on the key drivers of success of life insurers, the various strategic and operational options open to insurers, the risks faced by insurers and how they mitigate them and the international aspects of their business.

Prerequisites: All 5000-series Required Foundations of Management Core Courses and SB/FNSV 5500 1.50 or approval of the Instructor.

Course credit exclusion: SB/FNSV 6980 3.00.

SB/FNSV6700 3.00 – Management of Risk in Financial Institutions

Risk is the fundamental element that influences the behaviour of financial institutions. FNSV 6700 provides a comprehensive introduction to risk management. Presented within the framework of financial institutions, the course covers the design and operation of a risk-management system, modeling and the interplay between internal oversight and external regulation. The theory of risk management (market, credit and operational risk) comes alive through practical case evaluation and presentations from the senior executives in the risk management field. The course provides the essential analytical foundations of risk management in a way appropriate for those who do not have a mathematical background.

Prerequisite: FNSV 5500

SB/MGMT6200 3.00 - Business Administration and the Law

This course familiarizes students with basic legal concepts and principles relevant to business administration. Topics include: the Canadian judicial system; contract law; tort law (including negligence, product liability and defamation); forms of carrying on business (including sole proprietorships, partnerships and corporations); bailment, agency and employment law; real property and mortgage law; and intellectual property law (including trademarks, copyright and patents). Prerequisite: All 5100-series Required Foundations of Management Core Courses.

Note: Law students or students with law degrees are not permitted to take this course.

Appendix D
Graduate Diploma in Culture, Communication and Leadership in Canada
Calendar Copy

The Schulich Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC) provides students with an opportunity for an in-depth appreciation of cultural differences, business practices, skills and knowledge of conventions and vocabulary to effectively interact with and contribute to the organizations they will be engaged with post graduation. This is achieved with a professional development course, a selection of courses focused on communication, culture and leadership, and a placement.

Appendix E Pathways for Completion of the Diploma

REGULAR OPTION

Term	MBA Degree Requirements	Diploma Requirements
Fall Term (Hyderabad)	15 credits 5000 level core courses	MGMT 5000 0.00 (pass/fail) – Professional Development in the Canadian Context
Winter Term (Hyderabad)	12 credits 5000 level core courses plus 3 credit hours of electives	
Summer Term	Not registered (N/A)	Placement term in organization (not registered)
Fall Term	MGMT 6090 0.0, MGMT 6100 3.0, <i>Strategy Field Study</i> SB/SGMT 6000, Strategic Management 24 credit hours of electives, inclusive of 12 credit hours of diploma requirements	MGMT 6850 3.00 – Graduate Placement Course (FALL TERM) 3 credits of courses from each of the following categories: Communication, Leadership & North American Context
Winter Term		

ALTERNATE OPTION

Term	MBA Degree Requirements	Diploma Requirements
Fall Term (Hyderabad)	15 credits 5000 level core courses	MGMT 5000 0.00 (pass/fail) – Professional Development in the Canadian Context
Winter Term (Hyderabad)	12 credits 5000 level core courses plus 3 credit hours of electives	
Summer Term	MGMT 6090 0.0, MGMT 6100 3.0, <i>Strategy Field Study</i> SB/SGMT 6000 Strategic Management. 9 to 12 credits of electives, inclusive of up to 9 credits hours of diploma courses	Work toward completion of 3 credits of courses from each of the following categories: Communication, Leadership & North American Context
Fall Term	Complete Strategy Field Study (not registered)	Placement term in organization (not registered)
Winter Term	12-15 credits of electives, inclusive of remaining diploma courses	MGMT 6850 3.00 – Graduate Placement Course Complete remaining credit requirements of 3 credits of courses from each of the following categories: Communication, Leadership & North American Context



Schulich
School of Business
York University

Memorandum

To: To Whom it May Concern
CC: Ashwin Joshi, Program Director, Schulich MBA Program
From: Detlev Zwick, Acting Dean, Schulich School of Business
Date: September 24th, 2018
Subject: Graduate Diploma in Culture, Communication and Leadership in Canada - Dean's Statement of Support

OFFICE OF THE DEAN

**Associate Dean
Academic**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

It is with great pleasure that I write this letter of support for the proposed graduate diploma in Culture, Communication and Leadership in Canada. Our globally recognized Master of Business Administration (MBA) program attracts many students from around the world. As a result, every year the Schulich School of Business welcomes many students into its programs that arrive in Canada from overseas. Often, these students lack the exposure to and appreciation of cultural differences, business practices and norms, and professional and civic conventions and vocabulary, which may negatively affect entry into the Canadian job market as well as integration into Canadian society more generally.

The graduate diploma is designed to facilitate the transition of our many international students by developing their communication, negotiation and presentation skills, cultural and political competency, and conventions of job search strategies and hiring practices in North America. We are convinced that the graduate diploma in Culture, Communication and Leadership in Canada will help our graduates succeed in the workplace and in building a life in Canada.

In the following I would like to elaborate on select aspects of the diploma to underline the School's full commitment to making the graduate diploma a success.

1) SB/MGMT 6850 Graduate Placement Course: Implementation and Resource Commitment

The placement course is organized and coordinated by a designated diploma director in Hyderabad in conjunction with a member of the Career Development Center (CDC) at the Schulich School of Business in Toronto. The diploma director and the CDC diploma support person report to both the director of the CDC and the program director in Hyderabad.

Process in detail:

- a) Student profiles and resumes are put together in a standardized format. Students work on those profiles during the fall term and in coordination with their work in building their personal brand as part of the course.
- b) The profiles are presented during late fall and early winter and are reviewed by the organizations that have expressed interest in participating in the program.
- c) Interviews via the Zoom platform are set up during the winter term and
- d) Students are selected and terms of the engagement (time, duration, compensation, scope of work) are finalized.

In addition to the significant and continuous resource commitment described above, an additional person will dedicate approximately 12 h/week to liaise with the organizations on an ongoing basis, foster placement relationships, coordinate with the diploma director and monitor student progress and placement preparation throughout the year. This estimate of 12h/week is





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based on a similar position that currently supports Schulich's International MBA program in the exact same manner.

In sum, the Schulich School of Business is committed to invest continuously a significant amount of resources into the graduate diploma to ensure its success.

2) Role of External Partners in the Placement Option

A number of organizations, mainly corporations in the financial sector, consulting, telecommunications, and social media marketing and management will be engaged on an ongoing basis as partners in the course. Collaborating organizations will be selected based on their ongoing needs for the skills and expertise of students enrolled in the graduate diploma. The School already has a roster of organizations that have expressed a keen interest in staffing short term projects and assignments with diploma students. These organizations are thus an ideal fit for our diploma students by offering opportunities for learning of, and acculturation into, the cultural and professional context of the Canadian workplace. In sum, Schulich is selecting organizations for the placements that are well aware of, and capable of supporting, the diploma's learning outcomes.

3) Concrete Evidence for Placements

The Schulich School of Business has long-standing experience in procuring and managing placement and internship opportunities for hundreds of our students every year. We have several staff members dedicated to developing, maintaining and leveraging relationships with the best companies and non-for profit organizations in Canada and beyond. For the graduate diploma, early discussions with some of our long-standing partners in the targeted sectors of finance, consulting, telecommunications and social media indicate very clearly that we will be able to satisfy the required number of placement opportunities for our students. Specifically, we have expressions of support from some of our best corporate partners at Deloitte Consulting, Royal Bank of Canada, Ontario Teachers Pension Plan, Ontario Municipal Employees Retirement System, Blackstone, EY Consulting and others. Importantly, cognizant of the quality of our students these business and social sector organizations are not seeking one-off engagements but have expressed interest in ongoing, multiyear collaboration with the diploma. Such a request is very much the norm for similar collaboration initiatives at Schulich.

In sum, we foresee no problems with furnishing high-caliber placement opportunities to our diploma students year after year.

I am personally excited about this diploma and assure you of my full support of this initiative. If you have any further questions, please do not hesitate to contact me.

Detlev Zwick, PhD
Associate Dean, Academic
Schulich School of Business



Sessional Dates – Summer 2019 and Fall/Winter 2019-2020
For the Information of Senate

As with previous summers, beginning the summer term at the earliest date feasible will minimize the number of days to make up due to summer statutory holidays, all of which fall on Mondays. Additional specialized teaching periods utilized in the summer will be developed within this set of dates.

Summer 2019 includes a “break” in the SU term during which SU classes will not be held. This break ensures examination dates for S1 term exams do not overlap with SU classes as per the *Senate Policy on Sessional Dates and the Scheduling of Examinations*.

Summer 2019 - Including SU Break for S1 Exams	
First Day of Classes SU, S1	Monday, April 29, 2019
Victoria Day	Monday, May 20, 2019
Last Day of Classes S1	Monday, June 10, 2019
Study Day S1	Tuesday, June 11, 2019
S1 Exam Start Date	Wednesday, June 12, 2019
S1 Exam End Date	Friday, June 14, 2019
SU Break To Hold S1 Exams	Wednesday, June 12 to Friday June 14, 2019
First Day of Classes S2	Monday, June 17, 2019
Canada Day	Monday, July 1, 2019
Canada Day Stat Holiday	Monday, July 1, 2019
Last Day of Classes SU, S2	Monday, July 29, 2019
Study Day SU, S2	Tuesday, July 30, 2019
Civic Holiday	Monday, August 5, 2019 ¹
SU, S2 Exam Start Date	Wednesday, July 31, 2019
SU, S2 Exam End Date	Friday, August 9, 2019
Note 1	Civic Holiday is in the middle of the exam period

Sessional Dates – Summer 2019 and Fall/Winter 2019-2020
For the Information of Senate

For Fall/Winter 2019-2020, the start date of Winter term will be Monday January 6 due to the late-week return from the University Closure. Note that the exam period allocates additional days to allow for statutory holidays and religious accommodations.

Fall Term 2019	
Labour Day	Monday, September 2, 2019
Orientation Activities	Tuesday, September 3, 2019
Fall First Day of Classes	Wednesday, September 4, 2019
Thanksgiving	Monday, October 14, 2019
Fall Reading Week	Saturday, October 12, 2019 to Friday, October 18, 2019
Fall Last Day of Classes	Tuesday, December 3, 2019
Study Day	Wednesday, December 4, 2019
Fall Exam Start Date	Thursday, December 5, 2019
Fall Exam End Date	Thursday, December 19, 2019
Fall Exam Reserve Day	Friday, December 20, 2019
<i>Number of Exam Days</i>	<i>15 + 1 reserve</i>
Additional Information	<i>Rosh Hashanah Sept 30 - Oct 1; Yom Kippur Oct 9</i>
Winter Term 2020	
New Year's Day	Wednesday, January 1, 2020
Winter First Day of Classes	Monday, January 6, 2020 (see note 1)
Family Day	Monday, February 17, 2020
Winter Reading Week	Saturday, February 15 to Friday, February 21, 2020
Winter Last Day of Classes	Sunday, April 5, 2020
Winter Study Day	Monday, April 6, 2020
Winter Exam Start Date	Tuesday, April 7, 2020 (see note 2)
Winter Exam End Date	Friday, April 24, 2020
Winter Exam Reserve Date	Saturday, April 25, 2020
<i>Number of Exam Days</i>	<i>16 + 1 reserve</i>
Notes 1	Assumption university return to work Thursday, January 2, 2020
Notes 2	No Exams Friday, April 10 and Sunday, April 12 (Good Friday, Easter Sunday)
Additional Information	<i>Passover falls from evening April 8 to evening April 16</i>

Sessional Dates – Summer 2019 and Fall/Winter 2019-2020
For the Information of Senate

Projected Dates

The following dates are tentative only. Policy revisions, new details and the finalization of grant days may alter dates.

SU 20 and FW 20 - Grant Dates not determined		SU 21 and FW 21 - Grant Dates not determined	
Summer 2020 Version 1	Monday start SU with Break during S1 Exams	Summer 2021 Monday Start SU with Break during S1 Exams	
First Day of classes SU, S1	Monday, May 4, 2020	First Day of Classes SU, S1	Monday, May 10, 2021
Victoria Day	Monday, May 18, 2020	Victoria Day	Monday, May 24, 2021
Last day of classes S1	Monday, June 15, 2020	Last Day of Classes S1	Monday, June 21, 2021
Study Day S1	Tuesday, June 16, 2020	Study Day S1	Tuesday, June 22, 2021
S1 Exam Start Date	Wednesday, June 17, 2020	S1 Exam Start Date	Wednesday, June 23, 2021
S1 Exam End Date	Friday, June 19, 2020	S1 Exam End Date	Friday, June 25, 2021
SU Break For S1 Exams	Tuesday June 16 to Friday June 19, 2020	SU Break for S1 Exams	Tuesday June 22 to Friday June 25, 2020
First Day of classes S2	Monday, June 22, 2020	First Day of Classes S2	Monday, June 28, 2021
Canada Day	Wednesday, July 1, 2020	Canada Day	Thursday, July 1, 2021
Canada Day Stat Holiday	Wednesday, July 1, 2020	Canada Day Stat Holiday	Thursday, July 1, 2021 ¹
Last day of classes SU, S2	Wednesday, August 5, 2020	Civic Holiday	Monday, August 2, 2021
Civic Holiday	Monday, August 3, 2020	Last Day of Classes SU, S2	Tuesday August 10 ²
Study Days S2	Tuesday, August 4, 2020 ¹ Thursday, August 6, 2020	Study Days SU, S2	Wednesday, August 11, 2021
SU, S2 Exam Start Date	Friday, August 7, 2020	SU, S2 Exam Start Date	Thursday, August 12, 2021
SU, S2 Exam End Date	Friday, August 14, 2020	SU, S2 Exam End Date	Thursday, August 19, 2021
Note 1	Due to Canada Day on Wednesday	Note 1	Assumption no grant day for Canada Day on Friday, July 2, 2021
		Note 2	Virtual Thursday required due to Canada Day
Fall Term 2020	Fall Reading Week, start date Wednesday	Fall Term 2021	Fall Reading Week, start date Wednesday
Labour Day	Monday, September 7, 2020	Labour Day	Monday, September 6, 2021
Orientation Activities	Tuesday, September 8, 2020	Orientation Activities	Tuesday, September 7, 2021
Fall First Day of Classes	Wednesday, September 9, 2020	Fall First Day of Classes	Wednesday, September 8, 2021
Thanksgiving	Monday, October 12, 2020	Thanksgiving	Monday, October 11, 2021
Fall Reading Week	Saturday, October 10 to Friday, October 16, 2020	Fall Reading Days	Saturday, October 9 to Friday, October 15, 2021
Fall Last Day of Classes	Tuesday, December 8, 2020	Fall Last Day of Classes	Tuesday, December 7, 2021
Study Day	Wednesday, September 9, 2020	Study Day	Wednesday, December 8, 2021
Fall Exam Start Date	Thursday, December 10, 2020	Fall Exam Start Date	Thursday, December 9, 2021
Fall Exam End Date	Tuesday, December 22, 2020 ¹	Fall Exam End Date	Wednesday, December 22, 2021
Fall Exam Reserve Day	Wednesday, December 23, 2020	Fall Exam Reserve Day	Thursday, December 23, 2021 ¹
Note: 1	Shortened Exam Period 13 days If Dec 9 Study Day removed, Exam period 14 days	Note: 1	15 exam days
Winter Term 2021	Recommended: Monday start	Winter Term 2022	Version 1: Monday start
New Year's Day	Friday, January 1, 2021	New Year's Day	Saturday, January 1, 2022
Winter First Day of Classes	Monday, January 11, 2021	Winter First Day of Classes	Monday, January 10, 2022 ¹
Family Day	Monday, February 15, 2021	Family Day	Monday, February 21, 2022
Winter Reading Week	Saturday, February 13 to Friday, February 19, 2021	Winter Reading Week	Saturday, February 19 to Friday, February 25, 2022
Winter Last Day of Classes	Monday, April 12, 2021 ¹	Winter Last Day of Classes	Sunday, April 10, 2022
Winter Study Day	Tuesday, April 13, 2021	Winter Study Day	Monday, April 11, 2022
Winter Exam Start Date	Wednesday, April 14, 2021	Winter Exam Start Date	Tuesday, April 12, 2022 ²
Winter Exam End Date	Tuesday, April 27, 2021	Winter Exam End Date	Thursday, April 28, 2022
Winter Exam Reserve Date	Wednesday, April 28, 2021	Winter Exam Reserve Date	Friday, April 29, 2022
Notes 1	Easter Falls in 11th week of Winter term 11th Sunday is Easter Sunday, April 4 and 12th Sunday is April 11 Requires Virtual Friday on Monday April 12	Notes 1	Assumption return to work Wednesday, January 5. Instead of starting on a Friday begin on a Monday to give all more time. Requires Summer 2022 to begin later in May.
		Notes 2	Easter and Passover occur during exam period

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

Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

1. Cyclical Program Reviews: Completed Final Assessment Reports

As reported at the 14 June 2018 Senate meeting, the Sub-Committee 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, they are now transmitted to Senate for information.

This fall, the Sub-Committee will meet with members of a graduate program 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 patters, 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

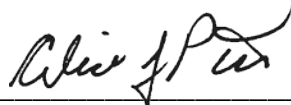
Review Report received: January 9, 2017

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.

Fall 2018

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.

Fall 2018

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 SOSC4710

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.