York University Senate

Notice of Meeting

Thursday, 23 September 2021, 3:00 pm

Via videoconference

AGENDA

An orientation for new and continuing Senators facilitated by the Chair, Vice-Chair and Secretary will precede the business meeting at 1:30pm

Page

10min

1. Chair's Remarks (M. Roy)

2. Business Arising from the Minutes

3. Inquiries and Communications

20min

4. President's Items (R. Lenton)

   a. 2020-2021 Achievements on Key Objectives
   b. Fall return to campuses: update on resuming in-person learning, research and community life
   c. 2021-2022 Key Priorities
   d. Kudos Report.. 1

Committee Reports

   a. Election of Members of Non-Designated Senate Committees (For approval)

20min

Note: Senate Executive may recommend other candidates prior to the meeting. In accordance with Senate rules, any additional nominations must be communicated to the Chair and Secretary prior to the start of the meeting to confirm eligibility and agreement to stand.

10min

15min

   a. Establishment of Master of Arts program in Design Research, AMPD / FGS (Appendix A, page 66)

   b. Changes to degree requirements for BA program in Religious Studies, LA&PS (Appendix B, page 120)

York University Senate

20min

Consent Agenda

P. Robichaud, Secretary

Arefeh Shamskhany, PhD student in Civil Engineering, was awarded the Hydrotechnical Specialty Conference 2021 First Place Best Student Paper Award at the Canadian Society for Civil Engineering Annual Conference held in May 2021 for her paper, "The Role of Microplastics' Size and Density on their Vertical Turbulent Mixing and Transport."

Five York University professors have been elected to the Royal Society of Canada:

- Philip Girard, Osgoode Hall Law School;
- Jennifer Hyndman, Associate Vice-President, Research and a Professor in the Faculty of Environmental and Urban Change and the Faculty of Liberal Arts & Professional Studies (LA&PS);
- Michele Johnson, Associate Dean of Students and a Professor in LA&PS;
- Christina Petrowska Quilico, Professor in the School of the Arts, Media, Performance & Design; and
- Jane Heffernan, Professor in the Faculty of Science.

The Government of Canada has announced an **investment of close to $3 million** for the Black Creek Community Health Centre and the Black Creek Community Farm, in partnership with Innovation York's YSpace, Schulich Executive Education Centre, and TD-Community Engagement Centre, to support Black-Canadian entrepreneurs and businesses in Humber River-Black Creek.

Pratik Kumar, a postdoctoral Fellow in the Lassonde School of Engineering, was recognized with the International Water Association Young Water Professionals Canada Award for his research focused on developing a biofilter capable of removing cyanotoxins from surface water sources.

Four faculty members were recognized with the annual Faculty of Health Dean's Awards, which reflect excellence and innovation within the Faculty of Health. This year's recipients include:

- Mathieu Poirier, Dean's Award for Excellence in Educational Leadership, Pedagogical and/or Curricular Innovation;
- Julie Conder, Dean's Award for Excellence in Teaching;
- Adrian Viens, Dean's Award for Excellence in Service & Engagement Impact Award; and
- Amy Muise, Dean's Award for Excellence in Research.
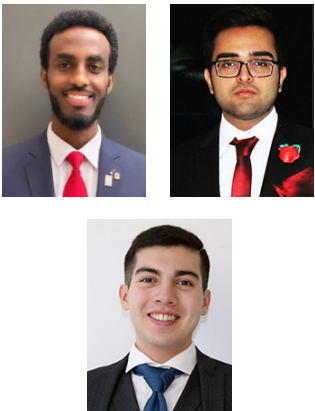
Three undergraduate students who are active participants in governance at York University are the recipients of the Robert Everett Exceptional Leadership Award in Student Governance. Receiving the prestigious award are Student Senators:

- Issa Abdi Jamaa, Faculty of Liberal Arts & Professional Studies (LA&PS);
- Muhammad Shahmir Masood, (LA&PS); and
- Dael Vasquez, Glendon College.

Aleksander Czekanski, Associate Professor in the Department of Mechanical Engineering at the Lassonde School of Engineering, has been elected as a Fellow of the Canadian Engineering Education Association.

Fourteen researchers at York University will receive more than $1.5 million in funding from the Government of Canada as part of a $77-million investment to support 332 research infrastructure projects at 50 universities across the country. At York, Professors Ali Asgary, Marcus Brubaker, Solomon Boakye-Yiadom, Liam Butler, Taylor Cleworth, Claire David, Shital Desai, Matthew Keough, Christine Le, Ozzy Mermut, Arturo Orellana, Enamul Prince, Jennifer Pybus and Emilie Roudier will receive funding totalling more than $1.5 million for their infrastructure projects.

Ali Sadeghi-Naini, Associate Professor in the Department of Electrical Engineering and Computer Science at the Lassonde School of Engineering, has received funding from the Ontario Ministry of Colleges and Universities through the Early Researcher Awards program.

York University has announced the four inaugural recipients of its new Provost's Postdoctoral Fellowships for Black and Indigenous Scholars: Godwin Dzah, Don Davies, De-Lawrence Lamptey, and Ruth Murambadoro. This two-year award, valued at $70,000 per year, seeks to address underrepresentation in many disciplines and fields by providing Black and Indigenous scholars with the ability to dedicate their time to pursuing new research, while accessing the collegial resources, faculty supervision and mentorship for which York University is well known.
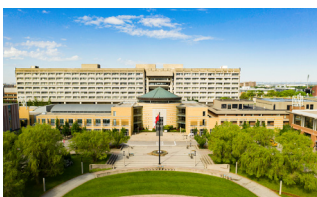
Eleven York University students were recently honoured with the Robert J. Tiffin Student Leadership Award, which recognizes students' leadership at the University and their contributions to the growth, development, and vitality of the York community.

A film by York University Associate Professor Patrick Alcedo earned the Best Short Documentary award at the Cannes Indies Cinema Awards in July. The film, titled *They Call Me Dax*, tells the story of 15-year-old Dorothy Echipare, who struggles to survive as a high-school student and ballet dancer while living alone in a poor urban district in Quezon City, Philippines.

The Autism Scholars Awards recognize outstanding researchers working to establish novel treatment options and services for children with autism. This year's recipient of the $20,000 Doctoral Award is Carly Albaum, a PhD student in York University's Clinical Developmental Psychology program.

The York University Alumni Board has recognized four distinguished York students with 2021 Alumni Awards and Scholarships for their academic excellence and leadership. The recipients of this year's awards are:

- Meena Shanmuganathan, Silver Jubilee Scholarship;
- Anjelica Ramsewack, Alumni Golden GRADitude Award;
- Moboluwajidide Joseph, Alumni Golden GRADitude Award; and
- Ishi Madan, Harry Arthurs Alumni Families Entrance Scholarship.

Two York University PhD students have been awarded 2021 Vanier Canada Graduate Scholarships. This year's Vanier Scholars, Debbie Ebanks Schlums and Maureen Owino, are advancing knowledge in areas that can stimulate positive change on a global scale. Both of their research areas have a diverse reach, from addressing the issues around the underrepresentation of small diasporic communities in formal archives to tackling injustices of pandemic responses that often overlook vulnerable populations.

Two York University Postdoctoral Fellows, Mohammad Naderi and Vasily Panferov, have been named among this year's recipients of the prestigious Banting Postdoctoral Fellowship. Awarded by the Government of Canada, the Banting Postdoctoral Fellowship is valued at $70,000 per year for two years, and supports postdoctoral researchers who will positively contribute to Canada's social, economic, and research-based growth.

Marin Litoiu, a professor in the Department of Electrical Engineering and Computer Science at the Lassonde School of Engineering and the School of Information Technology in the Faculty of Liberal Arts & Professional Studies, has been inducted as a Fellow of the Canadian Academy of Engineering.

Fourteen researchers across the University join the York Research Chairs program, York University's internal counterpart to the national Canada Research Chairs program, which recognizes outstanding researchers. Four of these appointments are renewals.

Canadian poet and York University alumna Canisia Lubrin has won the 2021 Griffin Poetry Prize for her book *The Dyzgraphxst*, a long poem that examines the idea of selfhood while exploring issues of race, oppression, and colonialism.

Heather Prime, Assistant Professor in York University's Department of Psychology, received the Banting Research Foundation Discovery Award for her study evaluating an innovative program to help families recover from the pandemic, with the aim of reducing child mental health problems by strengthening relationships and reducing conflicts in families.

Carl S. Ehrlich and Carolyn Podruchny from the Faculty of Liberal Arts & Professional Studies have been honoured with the title University Professor. The award is conferred upon long-serving tenured faculty members who have made extraordinary contributions to the University as colleagues, teachers, and scholars.

Incoming Lassonde School of Engineering students Aryan Soni and Kiara Mavalwala are among the 100 students chosen from across Canada this year to receive the Schulich Leader Scholarship for undergraduate education in science, technology, engineering and math (STEM).

Three undergraduate students have been awarded the Governor General's Silver Medal, which recognizes the outstanding scholastic achievements of undergraduate students in Canada. Receiving the medals are Alina Kuimova, Amirarsalan Rahimian, and Katelyn Conferido.

Schulich School of Business was ranked 17th in the world and 1st in Canada in the annual global MBA survey conducted by CNN Expansión. In addition to placing 17th overall, Schulich finished 9th among business schools in North America.

Hanaa Ameer was the recipient of the Murray G. Ross Award. The award recognizes one student for outstanding academic excellence and significant contributions to the University and campus life. It is considered one of York University's highest honours for a graduating student.
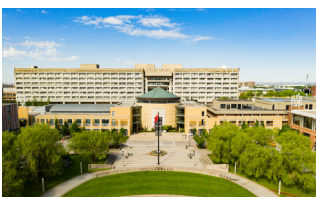
Four York faculty members have been recognized with President's University-Wide Teaching Awards, which were established to provide recognition for excellence in teaching, to encourage its pursuit, to publicize such excellence when achieved across the University and in the wider community, and to promote informed discussion of teaching and its improvement. The recipients of this year's awards are:

- Hossam Ali-Hassan, Professor, Glendon;
- Gordana Colby, Assistant Professor, Liberal Arts & Professional Studies;
- Sofia Noori, Course Director, Faculty of Education; and
- Michael Kenny, Teaching Assistant, Faculty of Education.

Executive Committee – Report to Senate

At its meeting of September 23, 2021

FOR ACTION

1. Election of Members of Non-Designated Senate Committees

The Senate Executive Committee recommends the following candidates for election to Senate committees with non-designated seats for the remainder of a three-year term beginning immediately and ending June 30, 2024.

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 September 23, 2021.

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.

Senate Tenure & Promotions Committee (4 vacancies; full-time faculty members)

Ilan Kapoor, Professor, Faculty of Environmental and Urban Change

Remaining Senate Committee Vacancies
The Executive Committee continues to seek prospective candidates to fill the remaining three (3) vacancies on the *Tenure and Promotions Appeals Committee*. The Nominations Sub-Committee would be grateful for expressions of interest, which can be conveyed to either the Vice-Chair of Senate, Chloë Brushwood-Rose (brushwood-rose@edu.yorku.ca), or the University Secretariat, through Cheryl Underhill (underhil@yorku.ca).

FOR INFORMATION

2. Monitoring the Disruption

Consistent with its responsibilities mandated by the Senate "Disruptions" Policy, the Executive Committee is continuing to monitor the impact of the COVID-19 pandemic on academic activities at the University.

The Committee had a special meeting on 30 August 2021 in the continuation of its responsibility under the Senate "Disruptions Policy" to monitor and manage the impact on academic activities caused by the ongoing pandemic. At the meeting the Committee

received from the Provost and President a thorough briefing on the University's vaccination mandate and implementation arrangements to be satisfied that Fall 2021 academic activities will not be substantially interrupted or impeded. Members provided feedback on the implementation planning, expressing confidence that the risk to disruption of academic matters under the control of the University are being well mitigated. The Committee also confirmed support for the decision to have in-person classes scheduled in the fall term be delivered remotely during the first week to provide a buffer period to facilitate the York community meeting the terms of the vaccination requirement taking effect on 7 September 2021.

Monitoring the impact of the disruption is a standing item of business for the Executive Committee, and a further update was provided to members at its regular meeting on 14 September 2021. In May 2021, *the Principles to Guide 2021-2022 Course Planning* were confirmed by Senate Executive (https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2021/06/May-6-2021-Communication.pdf). Planning for the Fall term delivery of programming was guided by the *Principles* and being compliant with provincial guidelines for post-secondary institutions and public health regulations. The details of the return-to-campus requirements have been communicated extensively to the York community by the administration. Senate Executive's focus continues to be watchful monitoring for significant disruption to the delivery of academic programming.

In keeping with the *Principles,* a moderate offering of in-person academic activities has proceeded with course offerings occurring as published in the 2021-2022 calendar; in-person components of courses are taking place for approximately 33% of courses in the Fall. Research facilities on campus have also re-opened with the necessary health and safety requirements in effect. A broadening of in-person activities on our campuses is anticipated in the Winter 2022 term, but plans will continue to be guided by provincial and health regulations. Executive will continue to discharge its mandate under the Disruptions Policy.

3. Approval of Committee Members Nominated by Faculty Councils

The Executive Committee has approved the following individuals nominated by Faculty Councils for membership on Senate committees with terms beginning 1 July 2021 and ending 30 June 2024.

Academic Policy, Planning and Research

Burkard Eberlein, Professor, Schulich School of Business
Carys Craig, Associate Professor, Osgoode Hall Law School
Michael Darroch, Associate Professor, Arts, Media, Performance & Design
Michael Moir, University Archivist, Office of the Dean of Libraries

Honorary Degrees and Ceremonials

Matthias Kipping, Professor, Schulich School of Business
Yvonne Su, Assistant Professor, Liberal Arts and Professional Studies

Executive Committee

Mustafa Karakul, Associate Professor, Liberal Arts & Professional Studies
Angela Norwood, Associate Professor, Arts, Media, Performance & Design
Gus van Harten, Professor, Osgoode Hall Law School

4. Priorities for 2020-2021

The Executive Committee continues to follow past practice of establishing priorities in the autumn and sharing them with Senate at that time. Other committees are also called upon to set annual priorities. Priority-setting aids the committees by:

- emphasizing matters of greatest importance;

- shaping agendas and ensuring that appropriate attention is paid to key items through work plans;

- signaling to Senators the major initiatives planned by committees, and creating space for questions, comments and suggestions; and

- building capacity to track progress through the year, particularly in relation to the UAP goals

A preliminary discussion of priorities for the 2021-2022 governance year was held at its meeting in September and members' feedback gathered. Other Senate committees are also engaged in the process of setting priorities for the year. Confirmation of them are expected to finalized in the coming weeks; the collection of Committee priorities will be shared with Senate in October.

5. Senator and Senate Committee Member Survey

A survey of Senators and Senate committee members was conducted in June and the results are found in Appendix A. Note that the names of individuals and other identifiers have been excised.

Consistent with results in recent years, both the Senate and Senate committee surveys indicate that interest, duty and the desire to learn about University developments remain prominent motivators for Senators who attended regularly. Observations were again conveyed that there is room for enhancing the diversity of views and broad participation of the membership in the meeting discussions, and also for facilitating robust collegial decision-making on matters within Senate's purview. The Rules of Senate require them to

be published every three years, which occasions a thorough review this year. The survey results point to several matters that can be taken up when the Committee reviews the Rules this year.

Senate Executive endeavors to follow-up on the surveys and in doing so:

- assess best practices in framing agenda items
- create opportunities for consultation and discourse on major academic initiatives
- ensure discussion and debate is respectful and enables contributions from diverse members
- facilitate Committee Chairs' contextualizing proposals brought forward to Senate to enhance Senators' understanding of the item of business for approval
- work with other committees to take up items identified by respondents
- consider the views expressed on the mode of delivery for Senate and committee meetings

The Committee is grateful to all those who participated in the surveys and is always open to suggestions from Senators and committee members about topics and ways to promote attendance, engagement and effectiveness.

6. University Secretariat Support for Governance and Senate

The University Secretary, Pascal Robichaud, briefed the Committee on governance support initiatives for 2021-2022 to be taken up by the University Secretariat. The office remains committed to sustaining its dedicated support of the work of Senate and the Board of Governors.   Efforts are concentrating this year on creating a governance training program to support awareness and best practices across all facets of the University, with plans to add to the staff complement to lead this initiative.

7. Actions Taken Under Summer Authority

In accordance with Senate rules as amended in September 2019, "between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority." [Senate Rule Section 3, P. 3.4].

The Committee advises that Senate Executive was convened for a special meeting on 30 August 2021 to receive a briefing on the University's vaccination mandate and

implementation arrangements from the Provost to support Executive's responsibility under the Senate "Disruptions Policy" to monitor and manage the impact on academic activities caused by the ongoing pandemic. Members provided feedback on the implementation planning, confirming support for the decision to have in-person classes scheduled in the fall term delivered remotely during the first week to provide a buffer period to facilitate the York community meeting the terms of the vaccination requirement taking effect on 7 September 2021.

8. Senate Attendance in 2020-2021

Executive transmitted to Senate in June the 2020-2021 attendance to May 2021. Attached in Appendix B is the final report on attendance for the FW'20 academic year. As noted in June, the higher attendance recorded in 2019-2020 was replicated in the 2020-2021 governance year at 70.0%. It is deduced that the higher than average turnout relative to recent years, (changing from 57% to almost 73% in 2019-20 and then 70% in 2020-2021) is tied to the circumstances of the pandemic at the University, specifically the shift to virtual Senate meetings. The Executive Committee will continue to reflect on measures to sustain collegial participation in governance and foster pan-university engagement in institutional planning processes.

In addition to the recent attendance results, Senators' reflections on experiences with virtual meetings were gathered in the survey this past spring to inform a decision on the mode of delivery of governance meetings post-pandemic.

9. Committee and Sub-Committee Membership 2021-2022

It is hoped that remaining Faculty-designate members and the two students will be named soon. The list of members elected to date is as follows:

> Marcia Annisette, Professor, Schulich School of Business
> Chloë Brushwood-Rose, Associate Professor, Vice-Chair of Senate
> Jennifer Connolly, Associate Professor, Health
> Jose Etcheverry, Associate Professor, Environmental & Urban Change (Senator on the Board)
> Maria Guzman, Associate Professor, Glendon
> Mazen Hamadeh, Associate Professor, Health (Senator on the Board)
> Mustafa Karakul, Associate Professor, Liberal Arts & Professional Studies
> Rhonda Lenton, President (*Ex-Officio*)
> Angela Norwood, Associate Professor, Arts, Media, Performance & Design
> Lisa Philipps, Provost & Vice-President Academic (*Ex-Officio, non-voting*)
> Pascal Robichaud, University Secretary (*Ex-Officio, non-voting*)
> Mario Roy, Associate Professor, Chair of Senate
> Theresa Shanahan, Associate Professor, Education

Cheryl van Daalen-Smith, Associate Professor, Faculty of Graduate Studies
Gus Van Harten, Professor, Osgoode Hall Law School
Rick Wildes, Associate Professor, Lassonde School of Engineering

Faculties to Name:
Environmental & Urban Change
Science
Students (one of whom is the Chair of Student Senator Caucus): Graduate Student/
    Undergraduate Student

10.   Senate Meeting Dates

The Executive Committee has approved the schedule of Senate meetings for 2021-2022. Senate rules stipulate that Senate shall meet at 3:00 p.m. on the fourth Thursday of each month except July and August but provide that "Senate Executive may set an alternate meeting time and day." (Section 3, P. 3.5)

Departures from the rule that Senate meets on the fourth Thursday of the month are highlighted in bold font below. December meetings are often cancelled, and Senators will be advised well in advance if a meeting that month is necessary. The schedule is posted online with other Senate documents.

September 23, 2021   January 27, 2022
October 28, 2021   **February 17, 2022**
November 25, 2021   March 24, 2022
December 16, 2021   April 28, 2022
                            May 26, 2022
                            June 22, 2022

Mario Roy, Chair
Chloë Brushwood-Rose*, Vice-Chair*

I. York Senator Survey 2020-2021

Q1 If you have attended all or most Senate meetings this year (minimum 6):What factor most influenced your attendance?

Answered: 42   Skipped: 2
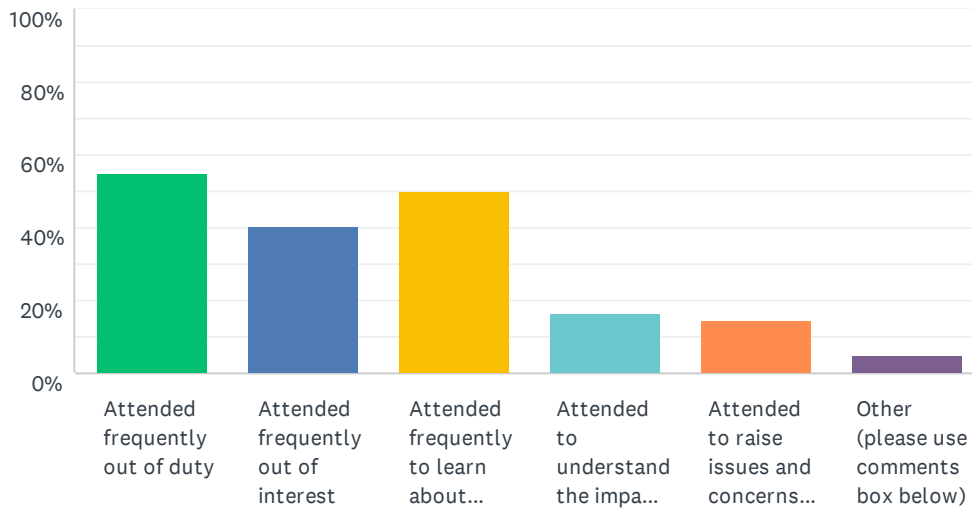
ANSWER CHOICES	RESPONSES	
Attended frequently out of duty	54.76%	23
Attended frequently out of interest	40.48%	17
Attended frequently to learn about University developments and directions	50.00%	21
Attended to understand the impact of Senate decisions	16.67%	7
Attended to raise issues and concerns at Senate	14.29%	6
Other (please use comments box below)	4.76%	2
Total Respondents: 42		

#	OTHER (PLEASE SPECIFY)	DATE
1	I joined York in January, and attended all Senate meetings since.	6/24/2021 3:16 PM
2	Interest, edification, understanding of the impact of Senate and its concerns are all motivations for my attendance	6/3/2021 11:46 AM
3	To guard against malfeasance by the York Administration.	6/2/2021 2:31 PM
4	All of the above.	6/1/2021 1:53 PM
5	I attended consistently since beginning my term	6/1/2021 12:15 PM

Q2 If you attended 5 or fewer meetings of Senate this year:What factor most influenced your attendance?

Answered: 11   Skipped: 33

ANSWER CHOICES	RESPONSES	
Other commitments interfered	63.64%	7
Reviewed documents but had no concerns about items	9.09%	1
Items not always interesting or often too routine	0.00%	0
Items not always relevant to my unit, Faculty or group	0.00%	0
Health	0.00%	0
Other (please use comments box below)	27.27%	3
Total Respondents: 11		

#	COMMENTS / OTHER FACTORS	DATE
1	I attended all but one meeting, I believe.	6/3/2021 11:46 AM
2	I have never missed a Senate meeting and I find the question to be impertinent.	6/2/2021 2:31 PM
3	I have only missed attending one meeting this year.	6/1/2021 9:44 AM
4	N/A	5/31/2021 8:49 PM
5	Unfortunately, I had a class that met on Thursday afternoons.	5/31/2021 4:30 PM
6	I have attended all the meetings so far this year.	5/31/2021 4:21 PM

Q3 How would you describe your role or roles as a Senator in the context of collegial governance

Answered: 33   Skipped: 11

#	RESPONSES	DATE
1	Decanal responsibilities	6/24/2021 3:16 PM
2	A participant	6/8/2021 8:36 PM
3	My role is to voice the concerns of students and reflect the discussions that occur amoung student senators.	6/7/2021 11:21 PM
4	It is my job to represent my faculty, LA&PS. I feel it is also my job to monitor and participate in decisions made by Senate.	6/3/2021 11:46 AM
5	I am present to ensure that due process occurs with regard to governance of issues related to curriculum.	6/2/2021 6:09 PM
6	A voice crying in the wilderness.	6/2/2021 2:31 PM
7	I am a point of contact for my department and Faculty with the larger governance of York, for transmitting information both ways (including in the form of votes). Also, I am an interested long-time member of the York community and of YUFA, and want to know what is being planned.	6/2/2021 9:38 AM
8	Department Chair and member of University Senate	6/1/2021 5:35 PM
9	Happy to listen in as a rep from the alumni board.	6/1/2021 5:33 PM
10	I bring back news of Senate decisions to Chairs of programs and coordinators of programs, Faculty Councils and specific programs.	6/1/2021 3:59 PM
11	In theory a bridge between the Senate and home faculty.	6/1/2021 2:45 PM
12	The role of the Senator is to participate in the academic administration of the university through debate, consultation, problem solving and decision making through collegial discussion and debate on matters properly before the Senate. My understanding is that Senate should play the greatest role in directing, shaping and approving decisions related to governance re academic matters that are brought to Senate by Senate Executive and/or other sub-Senate Committees. While I realize that Senate Executive must sometimes act on very short notice in exceptional circumstances, I do not believe that Senate, nor Senators, are properly afforded access to the kind of decision making, input, or participation that is actually demanded by the meaning of collegial governance.	6/1/2021 1:53 PM
13	I believe collegial governance is the cornerstone of a university and I see my role as representing those who voted for me. Therefore, I regularly consult and/or update my colleagues on issues that come up at senate. I am concerned that senior university administrators should be elected by the collegium-the intervention of the unelected Board into collegial affairs concerns me.	6/1/2021 12:15 PM
14	To bring more harmony and cohesiveness to the operation of York University	6/1/2021 9:44 AM
15	As department chair, Senate provides early warning of university-wide developments.	6/1/2021 9:40 AM
16	Unclear question sorry	6/1/2021 5:00 AM
17	To support and advance the mandate/priorities of York University, to provide feedback about topics/documents discussed/presented at Senate, to bring up important matters related to the mandate and priorities of York University.	6/1/2021 2:28 AM
18	To represent the interests of the faculty and report back recent developments, issues, and concerns raised.	5/31/2021 11:56 PM

19	In the context of collegial governance, my role as a senator is inconsequential. The York administration stonewalls, obfuscates and refuses to acknowledge issues that they do not agree with. Senate is a mere formality.	5/31/2021 8:49 PM
20	As a Student Senator, the senate meetings themselves were not the place where I most interacted with fellow Student Senators. SSC meetings were the main site of peer to peer communications instead.	5/31/2021 8:49 PM
21	My role as a senator is to represent the interests of undergraduates in the Faculty of Environmental and Urban Change, nothing more, nothing less. I report senate decision to the EUCSA executive council and await feedback. I draw from my role in the EUC Black Caucus and EUCSa to inform my voting decisions in senate, and consider the interests of EUC undergraduates in every decision.	5/31/2021 8:12 PM
22	Almost entirely passive. It has been a frustrating experience as a first-time senator. It seems that the meetings are largely ceremonial, with little opportunity to engage on the most important issues facing higher education.	5/31/2021 5:40 PM
23	Vocalizing the concerns of students in my cohort and serving as a liaison between the faculty and senate.	5/31/2021 5:33 PM
24	I consider Senate a crucial body of decision-making.	5/31/2021 5:25 PM
25	I have intervened in some meetings, voted on all motions, and followed the proceedings attentively. Collegial governance involves these activities and sharing relevant information with colleagues. Along with work on Senate committees, my role on Senate has been constructive and enriching.	5/31/2021 5:03 PM
26	to become aware of university level matters and bring the information to my colleagues in my department.	5/31/2021 5:01 PM
27	As a Senator my role is to attend and report issues with immediate impact to colleagues for feedback	5/31/2021 4:43 PM
28	While I am new to York, I have the distinct impression that collegial governance is paid a lot of lip service - but it is not something that is truly robustly practised within the Senate. It appears that senior management/leadership try to keep as much of the decision making as centralized as possible and any consultation or engagement under the auspices of collegial governance takes the form of listening, townhalls, updates, etc. I do not get a sense of true partnership or substantive collaboration, and I feel my role as a Senator is very fleeting in the context of collegial governance.	5/31/2021 4:22 PM
29	As a member on faculty and senate level committees, I am interested in the committee work and reports presented at Senate. Also, I engage with department colleagues to discuss issues arising at Senate if need be.	5/31/2021 4:21 PM
30	I want my own faculty to be aware of the larger pressures and influences on our own decision-making, and I want to be able to influence the decision-making of the university to be more in line with my own politics.	5/31/2021 4:04 PM
31	To represent my Faculty and interests	5/31/2021 3:51 PM
32	Contribute to the collegial governance and decision-making.	5/31/2021 3:43 PM
33	Monitor the discussion at the pan unitersity level	5/31/2021 3:43 PM

Q4 Which of the following best describes your participation at Senate?

Answered: 44   Skipped: 0
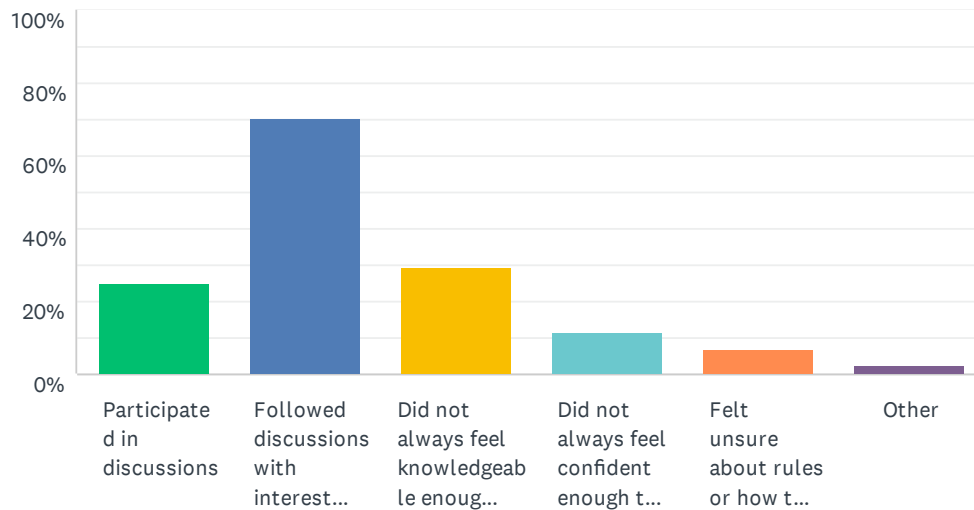
ANSWER CHOICES	RESPONSES	
Participated in discussions	25.00%	11
Followed discussions with interest but did not feel my contributions were necessary	70.45%	31
Did not always feel knowledgeable enough about items	29.55%	13
Did not always feel confident enough to contribute	11.36%	5
Felt unsure about rules or how to get on a speakers' list	6.82%	3
Other	2.27%	1
Total Respondents: 44		

#	COMMENTS / WHAT COULD BE DONE TO FACILITATE YOUR PARTICIPATION?	DATE
1	I never felt like I was unable to participate as the voice of student senators was given the floor when a student senator had a comment.	6/7/2021 11:21 PM
2	As I serve on Senate Exec, I didn't often feel the need to contribute since I had already been part of discussion.	6/7/2021 8:22 AM
3	I participate whenever I feel I can constructively contribute	6/3/2021 11:46 AM
4	Greater control of the more valuable and at times aggressive Senators would make me feel more confident to contribute thoughts or questions.	6/2/2021 6:09 PM
5	Given your slanted questions, you betray a low opinion of the ability of Senators at York.	6/2/2021 2:31 PM
6	Most issues this year were relatively routine, and there was not much to say. A few were more engaging, but I did not have significant comments to make on the spot. Senate time is limited. Wider participation could be facilitated if there were email or other online discussion between Senate meetings.	6/2/2021 9:38 AM
7	providing more information on how to get on a speakers' list	6/1/2021 9:44 AM
8	Set aside time to talk about fundamental challenges to the university, including BLM, the bogus "freedom of speech" issue foisted on universities by the premier, police presence on campus, disability rights, and so forth. These are broad issues, but they have academic implications, not just board/administrative implications. To foster deep discussion, the chair	5/31/2021 5:40 PM

could summarize what they heard from a speaker, to ensure that speakers feel heard, and then actively encourage responses to what the speaker had to say before moving on to other topics. Too often, what one person has to say is completely disconnected from what the previous speaker said, leading to people "talking past each other." Strict adherence to a formal speakers list, in the order in which people raised their hands, destroys meaningful conversation.

| 9 | Give far more time to meaningful discussion, and less to presentations. | 5/31/2021 5:25 PM |
| 10 | Nothing. I welcomed the opportunities to vote in polls. | 5/31/2021 4:30 PM |

Q5 Do the documents provided by Committees and others convey the necessary and appropriate information to enable good governance and decision-making?

Answered: 43   Skipped: 1
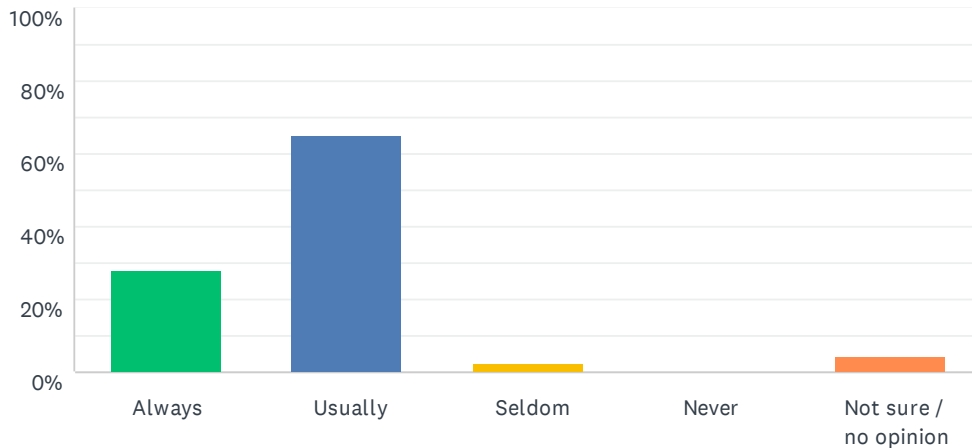
ANSWER CHOICES	RESPONSES	
Always	27.91%	12
Usually	65.12%	28
Seldom	2.33%	1
Never	0.00%	0
Not sure / no opinion	4.65%	2
TOTAL		43

| #	COMMENTS / DO YOU HAVE SUGGESTIONS ABOUT THE CONTENTS OR FORMAT OF DOCUMENTS?	DATE
1	At times more context would be helpful. An overview of the various committees for example, how they fit with the QA process or other governance processes - one tends to work it out eventually but more guidance would be helpful and might reduce redundant discussion allowing more time for relevant engagement.	6/2/2021 6:09 PM
2	Subtract the Doublethink and Newspeak.	6/2/2021 2:31 PM
3	Often, but it is also hard to judge as to whether all necessary information is before Senate in some instances too.	6/1/2021 1:53 PM
4	Sometimes is not an option but would be my answer. What is recorded, particularly related to Senate executive is often to obtuse and lacks sufficient detail.	6/1/2021 12:15 PM
5	Share them on zoom via screen share	6/1/2021 5:00 AM
6	It is very hard for first-time senators to understand the implications of some of the decisions. We don't know how important a proposal is, what its consequences are, who has been working on it and why, and how long it has been in the works. These contextual pieces would help meaningful discussion, and the chair could easily provide this context before asking for comments and questions.	5/31/2021 5:40 PM
7	Agenda package often busy and confusing. Add a watermark, background color or color coding or something to separate sections? Bookmark motions on the PDF?	5/31/2021 4:51 PM

| 8 | When it comes to approving proposals from individual units or programs, I do feel the documents provided convey the necessary and appropriate information to enable good governance and decision-making. When it comes to University-level goals, policy, and financial decisions, the documentation provided feels wholly inadequate to ensure good governance and decision-making. | 5/31/2021 4:22 PM |

Q6 I feel knowledgeable about the following

Answered: 44   Skipped: 0
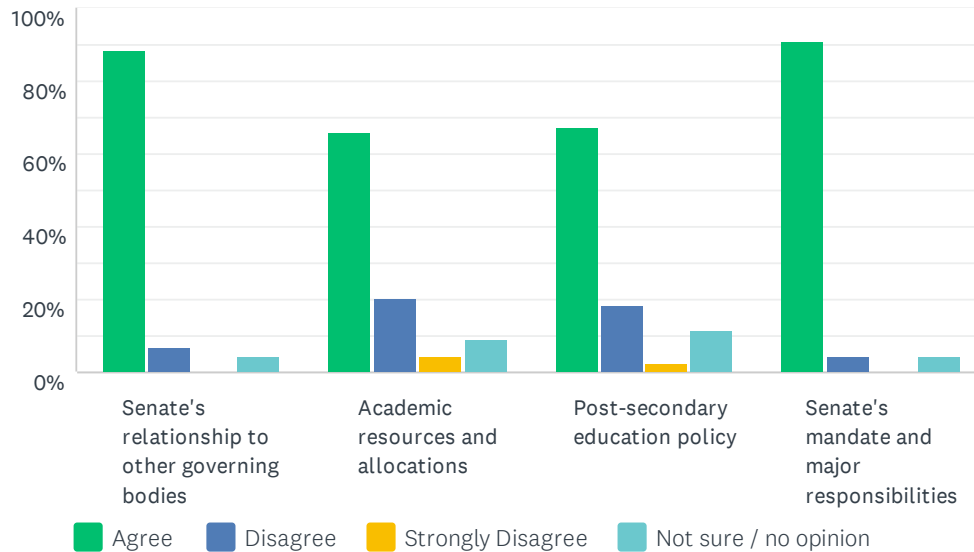
	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Senate's relationship to other governing bodies	88.64% 39	6.82% 3	0.00% 0	4.55% 2	44	1.20
Academic resources and allocations	65.91% 29	20.45% 9	4.55% 2	9.09% 4	44	1.57
Post-secondary education policy	67.44% 29	18.60% 8	2.33% 1	11.63% 5	43	1.58
Senate's mandate and major responsibilities	90.91% 40	4.55% 2	0.00% 0	4.55% 2	44	1.18

#	OTHER (PLEASE SPECIFY)	DATE
1	I think I do - but maybe you should get us all to take a quiz to check our understanding.	6/2/2021 6:09 PM
2	Lack of transparency on the part of the York Administration is an evergreen theme.	6/2/2021 2:31 PM
3	Although the President and COU colleague report on the wider post-secondary landscape, I would find it useful and interesting to have more of this.	6/1/2021 5:35 PM
4	Re the third question, I need a box between Agree and Disagree to tick (i.e., somewhat disagree).	6/1/2021 1:53 PM
5	these options do not permit me to answer with a somewhat agree-this is a very skewed set of response choices.	6/1/2021 12:15 PM

Q7 How helpful are the documents and reports (written and oral) provided to Senate been to understanding

Answered: 44   Skipped: 0
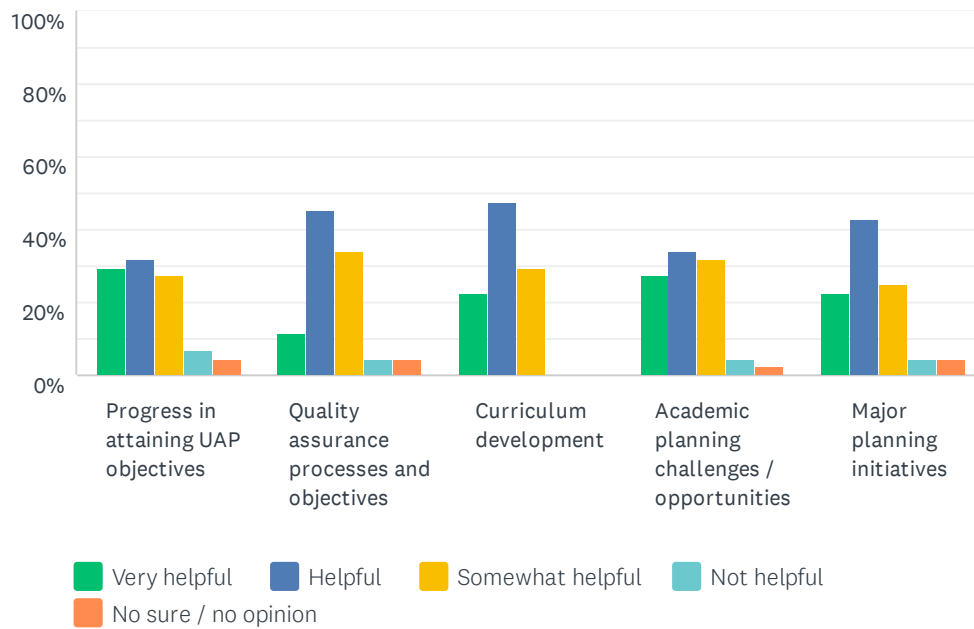
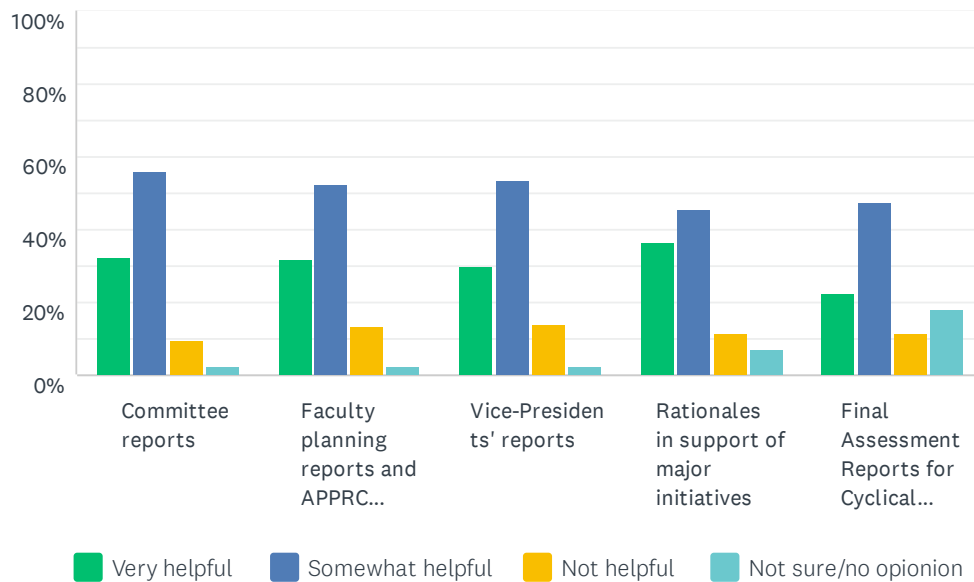|	VERY HELPFUL	HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NO SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Progress in attaining UAP objectives	29.55% 13	31.82% 14	27.27% 12	6.82% 3	4.55% 2	44	2.25
Quality assurance processes and objectives	11.36% 5	45.45% 20	34.09% 15	4.55% 2	4.55% 2	44	2.45
Curriculum development	22.73% 10	47.73% 21	29.55% 13	0.00% 0	0.00% 0	44	2.07
Academic planning challenges / opportunities	27.27% 12	34.09% 15	31.82% 14	4.55% 2	2.27% 1	44	2.20
Major planning initiatives	22.73% 10	43.18% 19	25.00% 11	4.55% 2	4.55% 2	44	2.25

#	COMMENTS AND SUGGESTIONS.	DATE
1	I'm not sure the connection between reports and the UAP is as explicit as it could be	6/2/2021 6:09 PM
2	No sense of what has been omitted and/or decided by the board of Governors.	6/2/2021 2:31 PM
3	The distrust created by the perceived heavy handedness of Senate Executive at times makes it very hard to answer this question b/c one is not always entirely sure that they are privy to all relevant information that has informed the written materials. Assuming Senators do read their materials, it is often and only as a result of debate and discussion by Senators that one accesses the fullest picture of the implications of various written materials provided in support of any decision making.	6/1/2021 1:53 PM
4	The pandemic has obviously made planning difficult but too often Senate as well as faculty councils and school level collegial goverance bodies are given inadequate time and information to make informed decisions. This pattern is unfortunate and does not seem to be an unusual	6/1/2021 12:15 PM

event and instead has become a way of stifling any discussion-perhaps that is coincidental but the pattern makes it seem lie a strategy.

Q8 The University Academic Plan is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

Answered: 44   Skipped: 0

	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NOT SURE/NO OPIONION	TOTAL	WEIGHTED AVERAGE
Committee reports	32.56% 14	55.81% 24	9.30% 4	2.33% 1	43	1.81
Faculty planning reports and APPRC overviews	31.82% 14	52.27% 23	13.64% 6	2.27% 1	44	1.86
Vice-Presidents' reports	30.23% 13	53.49% 23	13.95% 6	2.33% 1	43	1.88
Rationales in support of major initiatives	36.36% 16	45.45% 20	11.36% 5	6.82% 3	44	1.89
Final Assessment Reports for Cyclical Program Reviews	22.73% 10	47.73% 21	11.36% 5	18.18% 8	44	2.25

#	COMMENTS AND SUGGESTIONS	DATE
1	It would be nice to have executive summaries for the major documents. This would make it easier to share with colleagues. Often it simply isn't possible to have the time to read everything, so a webpage or link with these so they could be read quickly by Senators would be helpful.	6/7/2021 8:22 AM
2	Do we review the final assessment reports?	6/2/2021 6:09 PM
3	The UAP is written to focus on some areas, yet not to exclude any particular areas (e.g. by a catch-all like "fundamental research"). It sometimes seems that, with a bit of thought, almost any initiative can fit the UAP. It's a bit like wall paint: it's always there to see, we need to refresh it every few years, but I can't bring myself to have much enthusiasm for it on an ongoing basis.	6/2/2021 9:38 AM
4	these are all very vague and rarely provide concrete details like budgets, specific alternative courses of action and tradeoffs and/or deadlines.	6/1/2021 12:15 PM

Q9 What items of business -- continuing or new -- should be addressed by Senate?

Answered: 23   Skipped: 21

ANSWER CHOICES	RESPONSES	
Item	100.00%	23
Item	86.96%	20
Item	60.87%	14
Item	21.74%	5
Item	8.70%	2
Item	8.70%	2

#	ITEM	DATE
1	Sexual Assault claims and the impacted policy	6/7/2021 11:21 PM
2	The role of Senate Executive	6/3/2021 11:46 AM
3	Decorum in Senate - there should be zero tolerance for a senator who is unable to follow the Chair's directions.	6/2/2021 6:09 PM
4	Markham 100 million dollar loan	6/2/2021 2:31 PM
5	While I do not agree with the approach of certain extremist Senators, I think a discussion of the state of collegial governance is now needed.	6/1/2021 5:35 PM
6	Renewed Indigenous Framework	6/1/2021 1:53 PM
7	collegial processes for selecting new administrators	6/1/2021 12:15 PM
8	Quality Assurance Standards	6/1/2021 9:44 AM
9	Lack of transparency on finances.	6/1/2021 9:40 AM
10	Equity, Diversity and Inclusion principles as they relate to hiring faculty and staff	6/1/2021 2:28 AM
11	Equity and diversity	5/31/2021 11:56 PM
12	online education in non-pandemic conditions	5/31/2021 11:10 PM
13	Affordable Student Housing	5/31/2021 8:12 PM
14	The difference between academic freedom and "freedom of speech"	5/31/2021 5:40 PM
15	Anti Black Racism	5/31/2021 5:33 PM
16	Impact of new campuses	5/31/2021 5:25 PM
17	general education at York	5/31/2021 5:03 PM
18	Quality Assurance	5/31/2021 4:51 PM
19	Collegial governance and trasparency of administrative actions	5/31/2021 4:43 PM
20	Revised policy on academic integrity	5/31/2021 4:30 PM
21	Ways to increase collegial governance	5/31/2021 4:22 PM
22	New initiatives and priorities	5/31/2021 4:21 PM

| 23 | Major university initiatives and directions | 5/31/2021 4:04 PM |

#	ITEM	DATE
1	The role of Senate in choosing a new president	6/3/2021 11:46 AM
2	More comparison between York and other universities in Ontario and Canada - how are we performing, where could we do better, who could we learn from?	6/2/2021 6:09 PM
3	Relationships between private developers and the York Board of Governors	6/2/2021 2:31 PM
4	ABR Framework	6/1/2021 1:53 PM
5	equity amongst the professoriate in terms of rank, pay, access to supports	6/1/2021 12:15 PM
6	Cyclical program reviews	6/1/2021 9:44 AM
7	How to ensure high quality academic program delivery online	6/1/2021 2:28 AM
8	Financial recovery	5/31/2021 11:56 PM
9	labour relations	5/31/2021 11:10 PM
10	Additional Black Faculty/Cluster Hires	5/31/2021 8:12 PM
11	The challenge of rising fascism to York University	5/31/2021 5:40 PM
12	International/ COVID Student Tuition Fees	5/31/2021 5:33 PM
13	Financial situation	5/31/2021 5:25 PM
14	coherent policies for a multi-campus university	5/31/2021 5:03 PM
15	Teaching and Learning	5/31/2021 4:51 PM
16	Issues affecting reputation of the university both postive and negative	5/31/2021 4:43 PM
17	Markham	5/31/2021 4:30 PM
18	Ways to increase the balance of decision making between senate and the board of directors	5/31/2021 4:22 PM
19	Progress on ongoing projects	5/31/2021 4:21 PM
20	Trends in university governance	5/31/2021 4:04 PM

#	ITEM	DATE
1	The relationship between Senate and the BOG	6/3/2021 11:46 AM
2	Transparency	6/2/2021 2:31 PM
3	Mental health provisions that address the needs of students, faculty and staff EQUITABLY as it relates to academic planning and delivery	6/1/2021 1:53 PM
4	equalizing work loads across schools/depts/faculties	6/1/2021 12:15 PM
5	Enrollment	6/1/2021 9:44 AM
6	Academic integrity. How to reduce students' cheating on their online exams.	6/1/2021 2:28 AM
7	Transition to post-secondary during pandemic	5/31/2021 11:56 PM
8	LGBTQ2+ Faculty Hires	5/31/2021 8:12 PM
9	The experience of students in the pandemic	5/31/2021 5:40 PM
10	Need to revamp technology	5/31/2021 5:33 PM
11	Collegial decision making as a principle	5/31/2021 5:25 PM
12	Medical school	5/31/2021 4:30 PM
13	York members' endowment-based bursaries and awards	5/31/2021 4:21 PM
14	Major operational directions	5/31/2021 4:04 PM

York Senator Survey 2020-2021

#	ITEM	DATE
1	Increased participation (not merely consultation) by Faculty in the UAP and further building development e.g. Medical School. UAP	6/2/2021 2:31 PM
2	more support for research e.g. conference support	6/1/2021 12:15 PM
3	governance	6/1/2021 9:44 AM
4	How to expedite the creation of new programs and/or the modifying of existing programs	6/1/2021 2:28 AM
5	Senate Governance & Discourse Policies	5/31/2021 8:12 PM

#	ITEM	DATE
1	A constant vigilance in regard to the encroachment into academic matters by the York administration	6/2/2021 2:31 PM
2	Lands for Learning Developments	5/31/2021 8:12 PM

#	ITEM	DATE
1	A return of York administration to a admin and not an executive role at York.	6/2/2021 2:31 PM
2	Increasing Student Participation in Senate	5/31/2021 8:12 PM

Q10 The COVID-19 pandemic caused the University to shift to remote operations in Spring 2020. The delivery of governance moved in step adopting a virtual mode for Senate meetings commencing in April 2020. How would you describe the experience of virtual Senate meetings, including from both technical and engagement perspectives?

Answered: 39   Skipped: 5

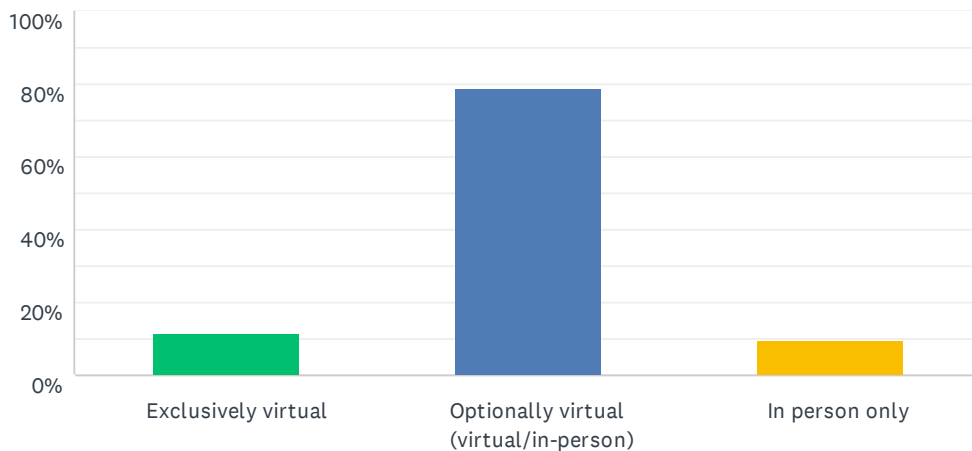| #	RESPONSES	DATE
1	The experience was very good, and from the perspective of someone who is primary care-giver for a child, it makes the Senate meetings far more accessible than they would normally be.	6/24/2021 3:19 PM
2	It was excellent!	6/24/2021 3:16 PM
3	The technical aspect was as effective as reasonably achievable and I commend the executive team and the secretariat for their continued adherence to senate rules and regulations.	6/7/2021 11:21 PM
4	technical is no problem. It is a bit more difficult to engage in discussion via zoom. It would be nice to have a side chat for those who may not want to speak, but might have a thought to add. This could be limited to a small number of posts or word limit to prevent some senators from abusing it.	6/7/2021 8:22 AM
5	I have noticed that many more people attend and less people speak--although they do put their comments in the chat. I think virtual meetings should continue to allow those not yet comfortable returning to class to continue to participate	6/3/2021 11:46 AM
6	In general I would say the virtual platform has led to greater engagement and more civilized discussion, with the exception of one or two senators. I prefer the Zoom space to the Senate Chamber which feels much more adversarial and confrontational.	6/2/2021 6:09 PM
7	Puragtory.	6/2/2021 2:31 PM
8	Generally okay. Technical issues sometimes take minutes away ("Please unmute Senator X." Senator X turns on camera and asks "Can you hear me?") and interrupts the flow. In person, you could confer privately with people sitting next to you, but messages to other senators are disabled in Chat, which makes the Zoom experience more isolating. The voting process seems to be good now.	6/2/2021 9:38 AM
9	Virtual Senate meetings have the advantage of convenience but my sense of engagement is significantly lower.	6/1/2021 5:35 PM
10	Seems pretty smooth so far. I favor remote sessions over physical ones. No need to park etc.	6/1/2021 5:33 PM
11	Way easier to attend and participate.	6/1/2021 4:59 PM
12	The Senate meetings were well run from a technical perspective. It is easier to attend and participate.	6/1/2021 3:59 PM
13	Technically fine, engagement attenuated.	6/1/2021 2:45 PM
14	Remote Senate meetings have undermined engagement, even if more Senators attend (although I do not know that is the case either). I think that many more people are silenced as a result of the constraints of Zoom. People fumbling to put up a zoom hand coupled with the time it takes to see the hand, give-up trying or can't be bothered. Whereas in person I think we heard from a much broader range and greater number of Senators. On Zoom, I genuinely believe that Senators are much less engaged and that we are hearing from fewer Senators overall each meeting. Zoom does not inspire participation but passive divided attention. I wonder if we did a count of how many voices were raised in Senate the year before the pandemic vs how many are now raised on Zoom whether or not the diversity, number and frequency of voices raised would be noticeably different. I bet it would be.	6/1/2021 1:53 PM

15	Remote access was generally well done although the problems with muted microphones significantly slowed discussion. Unfortunately, Senate executive seems to have taken on a dictatorial role during Covid which should be reversed asap.	6/1/2021 12:15 PM
16	I hope we will go back to in-person meeting very soon	6/1/2021 9:44 AM
17	This has been fine.	6/1/2021 9:40 AM
18	Would like it's presence as an option to remain	6/1/2021 5:00 AM
19	Moving online was necessary. We experienced some technical difficulties from time to time. Engagement remained similar.	6/1/2021 2:28 AM
20	Worked quite well but less animated except for notable occasions. No ok	5/31/2021 11:56 PM
21	Having never attended a Senate meeting before the pandemic, it's difficult to say. In general, however, I appreciated the opportunity to attend meetings virtually, and found that it improved attendance. As a new member, however, I missed the opportunity to meet and interact with other Senators informally.	5/31/2021 11:10 PM
22	Fine.I appreciate Senate Chairperson silencing crap from [a Senator].I am sick and tired of show boating.	5/31/2021 8:49 PM
23	The meetings were held in an organized and well-structured manner for the majority of times despite the emergence of some technical difficulties at certain times	5/31/2021 8:49 PM
24	Technically, the experience produced additional operational barriers and/or challenges (i.e. delays is response time for seconding motions). In terms of engagement, I found it difficult to stay for entire sessions, where at home distraction create additional barriers to focusing on senate discussion. It was increasingly difficult to stay engaged in Senate activities and discussions.	5/31/2021 8:12 PM
25	Technically, these are okay, but there is too much command-and-control in the way the meetings are set up. There is no opportunity for interaction with other senators. None.	5/31/2021 5:40 PM
26	Overall pleasant experience.	5/31/2021 5:33 PM
27	The shift resulted in even less meaningful discussion about important issues and exacerbated the ongoing weakening of Senate as a body of collegial decision-making.	5/31/2021 5:25 PM
28	Overall, the experience was positive, especially for members who would normally have been travelling to the Keele campus from Glendon. Virtual participation reduced the time lost in travel. I believe it also increased attendance (to be confirmed). At the same time, something will be lost if all meetings are virtual. Question 11 below does not offer the option I favour (see my comment).	5/31/2021 5:03 PM
29	excellent	5/31/2021 5:01 PM
30	Excellent. Let's please consider having this and similar meetings on-line at least in part.	5/31/2021 4:51 PM
31	I prefer attending Senate via Zoom and hope that option will continue if/when the pandemic ends.	5/31/2021 4:43 PM
32	Fine	5/31/2021 4:30 PM
33	As good as could possibly be expected given the challenge.	5/31/2021 4:26 PM
34	Adequate for its purposes, but with such a large group of people there were predictable difficulties with audio, speakers being recognized, etc. The ability to vote electronically was a very positive development for its speed and ease.	5/31/2021 4:22 PM
35	Excellent	5/31/2021 4:21 PM
36	It is not positive from an engagement perspective. My experience is that the online environmental exacerbates divisions and entrenches polarization. It is not conducive to actual exchange.	5/31/2021 4:04 PM
37	I had no issues with the virtual delivery. After some initial confusions about proper conduct and voting in the online format, everything was sorted out appropriately eventually.	5/31/2021 3:51 PM
38	Overall is positive but feel less engaged compared to in-person meeting.	5/31/2021 3:43 PM

| 39 | Pluses are: a) increasing the accessibility since travel is not required to attend and it is simply easier to "get to Senate", b) the ability to have documents on the screen--better than the screen at Senate Chamber, c) the virtual polling for votes. The cons are: a) the heightened sense of performance that the visual medium affords--you see yourself talk, something that does not usually happen--which can impede some and encourage others, d) the lack of a sense of the whole since individuals are presented on the screen one at a time. | 5/31/2021 3:43 PM |

Q11 Based on the experience with virtual meetings over 2020-2021, post-pandemic, governance should be delivered:

Answered: 43   Skipped: 1

ANSWER CHOICES	RESPONSES	
Exclusively virtual	11.63%	5
Optionally virtual (virtual/in-person)	79.07%	34
In person only	9.30%	4
TOTAL		43

#	COMMENT	DATE
1	While it is not necessary to provide a virtual component, doing so may help to keep more senators engaged who may have otherwise had conflicts with their schedules and the senate meetings.	6/7/2021 11:21 PM
2	With the need to commute and scheduling, having a limited number of people allowed to come it remotely would be helpful. It could be set so only a certain number can attend remotely and/or each Senator allowed remote attendance only a couple of times a year.	6/7/2021 8:22 AM
3	Please see above	6/3/2021 11:46 AM
4	I was not sure whether to select the first or second option. I think alternating in person and virtual Senate meetings would be good from January onwards, but not sure how well it would work to have both inperson and virtual at the same time. I hope we don't go back to in person only. I hope we don't have in person at all until January at the earliest.	6/2/2021 6:09 PM
5	Not exclusively virtual. In person only would be my close second choice.	6/2/2021 9:38 AM
6	I would say "primarily in person" but with a facility for Senators to listen in remotely	6/1/2021 5:35 PM
7	useful to be able to monitor meetings when not able to attend, but also complicates the process of interventions by non-in-person attendees.	6/1/2021 2:45 PM
8	In person only with the proviso that those needing accommodations be given a virtual option.	6/1/2021 1:53 PM
9	Virtual options make it possible for people with mobility issues or caregiving responsibilities to attend.	5/31/2021 5:40 PM
10	Option 4 (not offered): alternating in-person and virtual meetings. Rationale: Managing the complexity of meetings that have optionally virtual participation would be difficult.	5/31/2021 5:03 PM
11	On-line is very efficient, environmentally friendly and allows for equal participation and	5/31/2021 4:51 PM

enforcement of decorum. Once per term there could be an in-person meeting for the social
interactions.

| 12 | I don't think it should be all or nothing. I think you could target a specific number of meetings that would be virtual and another number that would be in person or optionally virtual. I think that if the optionally virtual are in place, then all voting would have to be electronic which would change the dynamics of in person a bit. I think that the in person should be targeted to specific times or topics (opening and closing of the academic year, session devoted to a specific topic, etc). | 5/31/2021 3:43 PM |

Q12 We value your comments and suggestions. Please feel free to share your thoughts on any aspect of Senate and your experience as a Senator in the space below.

Answered: 14   Skipped: 30

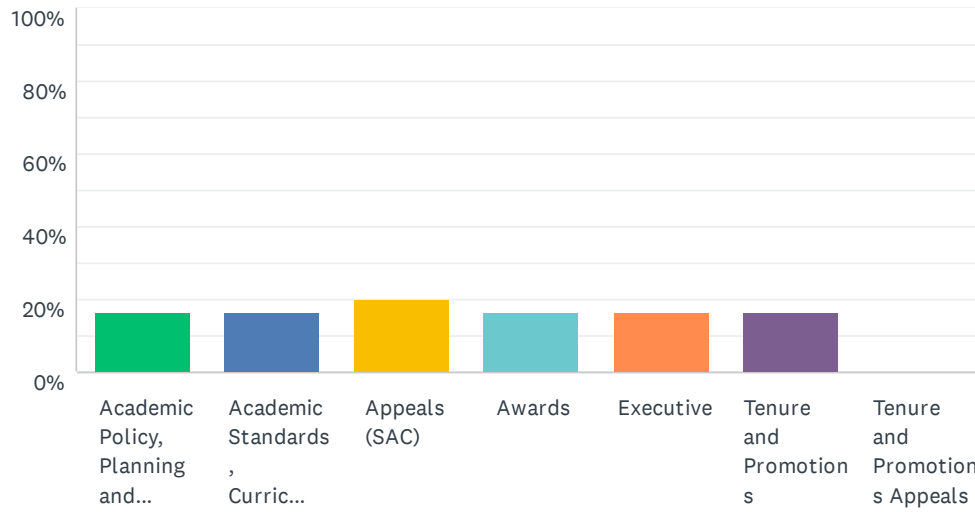| #	RESPONSES	DATE
1	Overall, my experience as a senator was both enlightening and rewarding. I owe much of that to the senate executive who worked diligently to make the senate meetings during the pandemic operate as close to normal as was reasonably possible.	6/7/2021 11:21 PM
2	Sometimes I think we are a rubber stamping body. I want senate as a body to matter more and have greater input into the important decisions undertaken by the university administration and not solely or even largely those of Senate Executive	6/3/2021 11:46 AM
3	As mentioned above, I would like to see more control of divisive and aggressive Senators, with a ban if necessary. This session I witnessed unacceptable behavior which, as a woman, made me feel unsafe, and as a member of the York community made me feel disgusted. If a senator cannot accept the ruling of the Chair then they should be asked to leave.	6/2/2021 6:09 PM
4	'I sang in my chains like the sea.'	6/2/2021 2:31 PM
5	Great job Secretariat!	6/1/2021 5:35 PM
6	I fundamentally disagree with any move that would reduce Senate to a virtual meeting ground. Senators need to speak with each other face to face, to inspire each other as participants, not just during meetings when called upon, but as they sit side by side, remarking here and there, and when they are coming and going in the halls. Virtual meetings are not energizing or inspiring, and therefore neither is Senate in the virtual world, even if a few sparks have flown recently at Senate, they have been too easily put out b/c of the power of Zoom to silence speakers. Please note that in writing this, I am not commenting on the content of the recent conflict at Senate, but on the clear and obvious threat a virtual mute/ejection button poses as a strong message to all Senators that dissent will only be tolerated so far. I recognize decorum is important, but these rules are also rooted in a particular tradition of "civility" that has implications for in/equitable access to the podium or speech on the part of colleagues who are entitled to a voice as such.	6/1/2021 1:53 PM
7	I have been disheartened by constant attempts by certain members who have advertently or inadvertently striven to paint a negative picture of York University. The silent of majority has not also been helpful. I hope Senate will develop certain mechanisms and procedures to prevent propagating such disappointing and unsubstantiated characterizations of York in the floor of the Senate.	6/1/2021 9:44 AM
8	York discourages academic initiatives by keeping finances secret. In the Faculty of Science the high-level budget (e.g. total budget) is kept secret from all chairs and even from the Associate Deans. It seems that budgetary matters are also kept secret from Senate. I would like to drive initiatives that could benefit York University and improve its position relative to its competitors. But I can't design initiatives that are financially sound, because the basic information is kept secret. I am convinced that this is the single biggest reason holding York back. I also wonder *why* financial matters are kept secret.	6/1/2021 9:40 AM
9	I feel privileged to be on Senate to support and advance the mandate of York University. The experience has taught me much.	6/1/2021 2:28 AM
10	It has been a pleasure serving as a Student Senator. I look forward to my continued commitments and work with York's Senate.	5/31/2021 8:49 PM
11	Sitting in the virtual meeting is profoundly lonely. I feel like I have not made a single human connection in all the senate meetings I attended this year.	5/31/2021 5:40 PM
12	Many bodies of collegial governance at York are lively and reflect the diverse views of	5/31/2021 5:25 PM

stakeholders. York is a better place for it. Unfortunately, Senate is not one of these bodies. It has become a forum for administration to present, often in clearly tendentious ways and couched in talking points, decisions made unilaterally by the university leadership or Senate Executive. It is the responsibility of Senate Executive to revitalize meaningful consultation and discussion in Senate and demonstrate that academic decisions are made collegially in Senate, not just communicated to Senators in a one-way form of communication.

| 13 | Thanks for gathering feedback. | 5/31/2021 4:30 PM |
| 14 | I'm enjoying a seat at the senate that allows me to feel a part of the community where decisions and initiatives take place. I get inspired by the leadership to show constraint and composer when controversial topics are discussed on the floor. Witnessing member(s) use foul language has been unfortunate, however. | 5/31/2021 4:21 PM |

York Senate Committee Survey 2020-2021

Q1 Of which committee were you a member?

Answered: 30   Skipped: 0

ANSWER CHOICES	RESPONSES	
Academic Policy, Planning and Research	16.67%	5
Academic Standards, Curriculum and Pedagogy	16.67%	5
Appeals (SAC)	20.00%	6
Awards	16.67%	5
Executive	16.67%	5
Tenure and Promotions	16.67%	5
Tenure and Promotions Appeals	0.00%	0
Total Respondents: 30		

Q2 How would you describe your role or roles as a Senate committee member in the context of collegial governance?

Answered: 24   Skipped: 6

#	RESPONSES	DATE
1	I perceive faculty members role in Senate Executive to be about collegial consultation.	6/16/2021 7:04 AM
2	Check and balance on established process.	6/9/2021 12:02 PM
3	Discussion of academic policies and practices for subsequent presentation to all of Senate and, on occasion, for more immediate implementation, when time is of the essence.	6/8/2021 6:02 PM
4	Critical.Essential.	6/8/2021 4:32 PM
5	My role was as Chair of Senate.	6/8/2021 2:41 PM
6	Student voice	6/8/2021 1:23 AM
7	I don't fully understand the question.	6/6/2021 11:53 AM
8	SAC panel member adjudicating academic appeals to Senate.	6/4/2021 5:21 PM
9	A member whose experience at York the Committee can draw upon.	6/3/2021 9:12 PM
10	My role was to participate in making decisions about petitions made by students for a variety of requests.	6/3/2021 4:02 PM
11	outstanding	6/2/2021 3:11 PM
12	This committee's work is extremely important in informing Senate on academic policy and research. I participate actively. I attended all meetings but one, and participated in one of the forums organized by APPRC. I also sit on the JCQA.	6/2/2021 2:06 PM
13	Worked with other committee members to uphold policies related to curriculum as they pertained to incoming proposals/applications, as well as examining existing policies and programs to ensure standards are being met and that standards/policies are current and relevant.	6/2/2021 12:06 PM
14	Representative of FGS to APPRC and member of ORU sub-committe. I'm also the only pre-tenure and early career member of APPRC and have small children so find myself representing those communities, too, in the pandemic response discussions.	6/2/2021 12:05 PM
15	To provide quality control and support for academic colleagues in their career progression.	6/2/2021 9:27 AM
16	SAC's role is to ensure fairness, transparency, and accountability in the due process made available to students. I participate in the process to provide oversight into matters brought for discussion by students and their respective Faculties.	6/2/2021 6:59 AM
17	My role is to ensure that Senate Policy and Unit Standards guided the procedures of adjudication of each file.	6/2/2021 4:46 AM
18	Apply the Senate T+P Standards fairly and consistently across all faculties	6/1/2021 8:46 PM
19	I participate in the review and approval of new course/program proposals, along with changes to existing courses and programs. In both cases, I aim to consider the perspectives of York's diverse student population along with those of programs and faculty member (f/t and contract faculty) and offer suggestions to support all stakeholders within the policies, standards and practices of York's collegian. .	6/1/2021 6:26 PM
20	Reviewing proposals for changes to curriculum and academic regulations. Also some input to institutional consultations about curriculum.	6/1/2021 9:09 AM
21	In a word, essential.	5/31/2021 6:02 PM

22	Having an informed and professional staff representative on the Sub-Committee on Honorary Degrees and Ceremonials I feel more confident in my role as a committee member/Chair.	5/31/2021 5:27 PM
23	rank the award nomination file according to the senate award criteria, review and revise the senate award criteria	5/31/2021 5:04 PM
24	A collegial review of the many and stellar accomplishments of our university's faculty members and students. Providing an impartial consensus on the standards for each award in the context of overall criteria in the various fields represented, and for supporting, celebrating and sustaining the attention to what achievements make our university a world-class institution of higher education and contributor to society, industry and global affairs.	5/31/2021 4:14 PM

# Q3 I feel knowledgeable about the following

Answered: 30   Skipped: 0
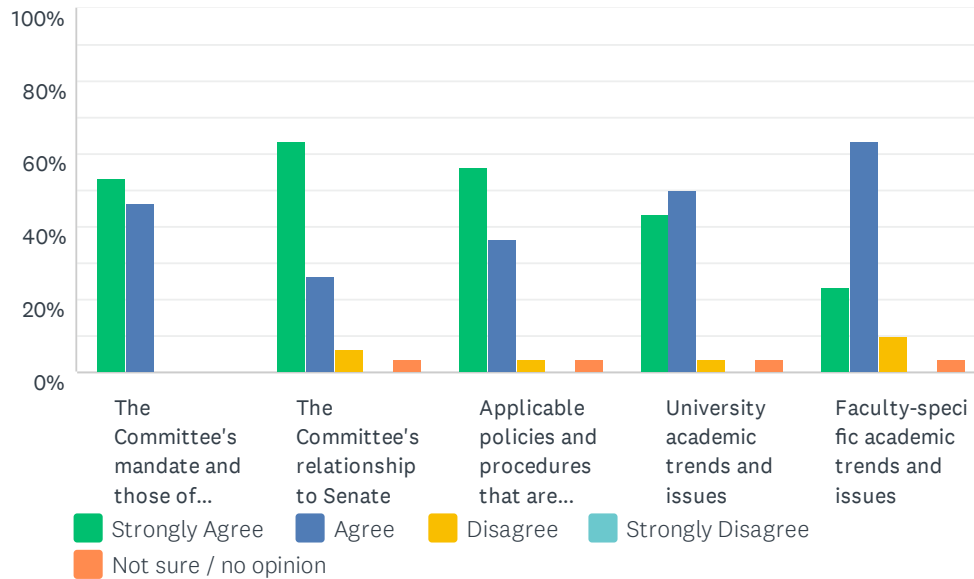
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
The Committee's mandate and those of sub-committees	53.33% 16	46.67% 14	0.00% 0	0.00% 0	0.00% 0	30	1.47
The Committee's relationship to Senate	63.33% 19	26.67% 8	6.67% 2	0.00% 0	3.33% 1	30	1.43
Applicable policies and procedures that are relevant to decision-making (including adjudications)	56.67% 17	36.67% 11	3.33% 1	0.00% 0	3.33% 1	30	1.50
University academic trends and issues	43.33% 13	50.00% 15	3.33% 1	0.00% 0	3.33% 1	30	1.63
Faculty-specific academic trends and issues	23.33% 7	63.33% 19	10.00% 3	0.00% 0	3.33% 1	30	1.83

#	COMMENTS	DATE
1	I feel very well-informed about the issues in some faculties, but not in others.	6/8/2021 2:41 PM
2	I found it a bit difficult to follow some material as I am not fully aware or material and policies, however, the chair often explained things very thoroughly	6/8/2021 1:23 AM
3	Like the previous year, the SAC introductory briefing this year was very useful.	6/4/2021 5:21 PM
4	I feel well-informed about trends/policies in several faculties, but not all of them. It's dependent on which ones I'm directly involved with and which ones had issues that came to the committee that I'm on.	6/2/2021 12:06 PM
5	There is a steep learning curve on ASCP and after completing my first year I feel I've developed a solid foundation on which to build.	6/1/2021 6:26 PM

Q4 I felt well informed and prepared to participate in advance of meetings:

Answered: 30   Skipped: 0
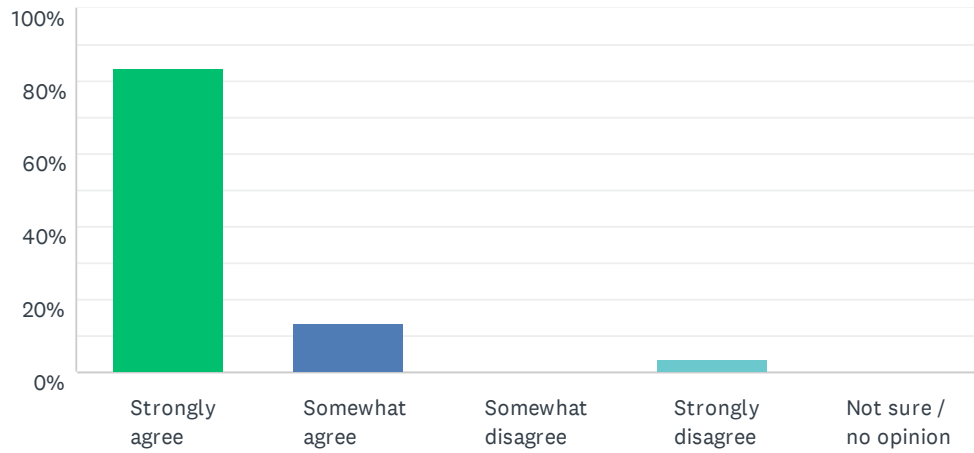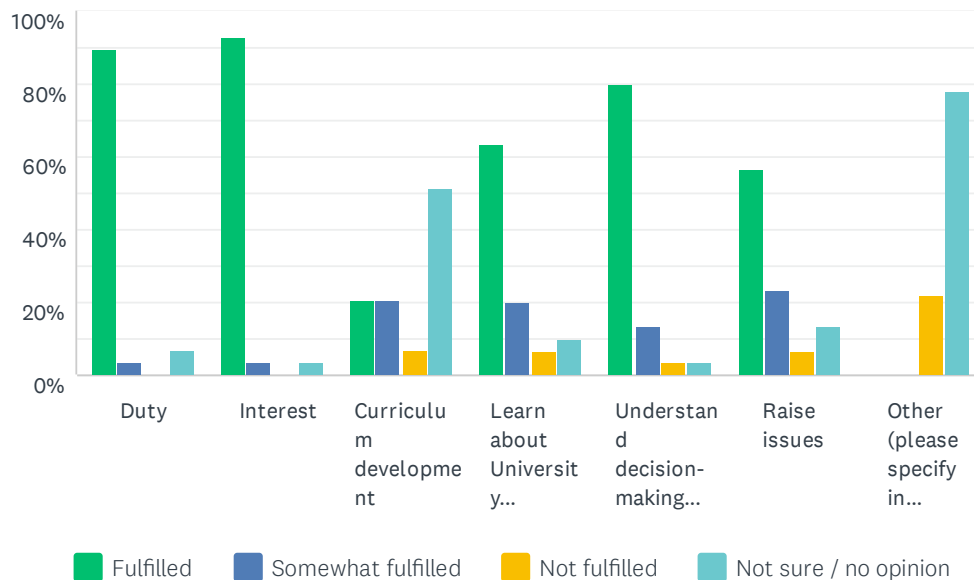

ANSWER CHOICES	RESPONSES	
Strongly agree	83.33%	25
Somewhat agree	13.33%	4
Somewhat disagree	0.00%	0
Strongly disagree	3.33%	1
Not sure / no opinion	0.00%	0
TOTAL		30

Q5 Were your expectations met with regard to factors influencing your decision to serve as a member of the Committee?

Answered: 30   Skipped: 0

|	FULFILLED	SOMEWHAT FULFILLED	NOT FULFILLED	NOT SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Duty	89.29% 25	3.57% 1	0.00% 0	7.14% 2	28	1.25
Interest	93.10% 27	3.45% 1	0.00% 0	3.45% 1	29	1.14
Curriculum development	20.69% 6	20.69% 6	6.90% 2	51.72% 15	29	2.90
Learn about University developments and directions	63.33% 19	20.00% 6	6.67% 2	10.00% 3	30	1.63
Understand decision-making processes	80.00% 24	13.33% 4	3.33% 1	3.33% 1	30	1.30
Raise issues	56.67% 17	23.33% 7	6.67% 2	13.33% 4	30	1.77
Other (please specify in comments box)	0.00% 0	0.00% 0	22.22% 2	77.78% 7	9	3.78

#	COMMENTS ON EXPECTATIONS AND EXPERIENCES	DATE
1	I had few expectations as I was asked to participate on the committee. It was not the case that I'd built up ideas about it and then was disabused of those ideas.	6/9/2021 12:02 PM
2	Consultation and communicating issues/concerns/ relevant information as a representative from my unit to the committee.	6/8/2021 4:32 PM
3	Committee erred on the side of "you are right, and you are right too" That was disconcerting.	6/3/2021 9:12 PM
4	On SAC, I have opportunity to understand the balance between the academic policies of the university and the more ordinary ways those policies affect the lives of students-- often students in distress.	6/3/2021 8:27 AM

| 5 | At times petitions may have two angles to them - academic and legal. As an academic member of the committee, it is not always the best use of the committee to render decisions that may have a legal implication. | 6/2/2021 6:59 AM |
| 6 | Little communication was provided to notify or remind members of meetings. Regular communication would have helped my contribution. | 5/31/2021 5:47 PM |

Q6 The University Academic Plan is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

Answered: 30   Skipped: 0
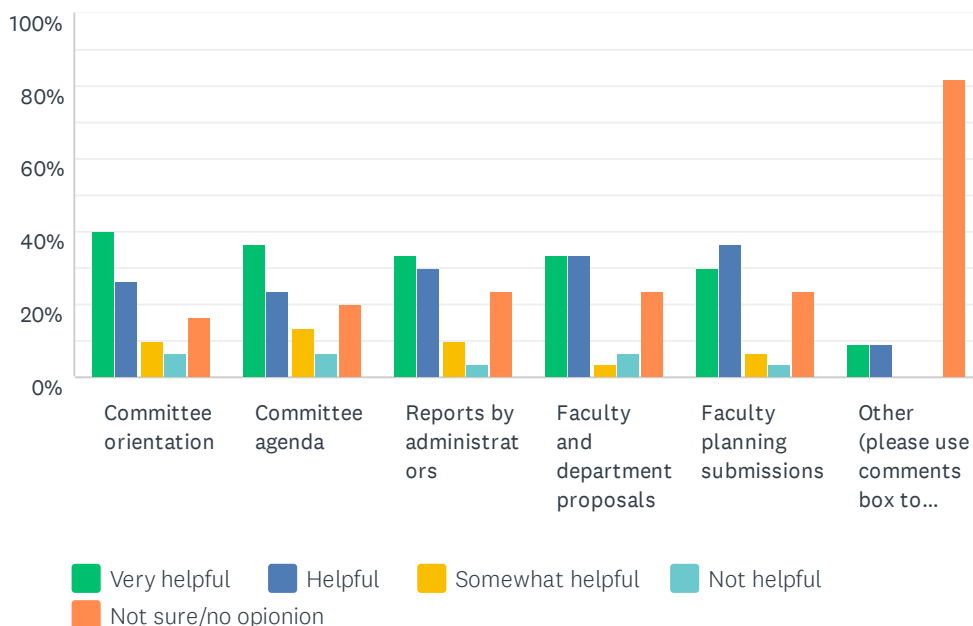
	VERY HELPFUL	HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NOT SURE/NO OPIONION	TOTAL	WEIGHTED AVERAGE
Committee orientation	40.00% 12	26.67% 8	10.00% 3	6.67% 2	16.67% 5	30	2.10
Committee agenda	36.67% 11	23.33% 7	13.33% 4	6.67% 2	20.00% 6	30	2.23
Reports by administrators	33.33% 10	30.00% 9	10.00% 3	3.33% 1	23.33% 7	30	2.27
Faculty and department proposals	33.33% 10	33.33% 10	3.33% 1	6.67% 2	23.33% 7	30	2.23
Faculty planning submissions	30.00% 9	36.67% 11	6.67% 2	3.33% 1	23.33% 7	30	2.27
Other (please use comments box to identify)	9.09% 1	9.09% 1	0.00% 0	0.00% 0	81.82% 9	11	3.55

#	OTHER ASPECTS OF THE COMMITTEE'S WORK	DATE
1	This year, it was valuable for me to be in Senate Executive to understand how the university responds in an emergency situation, in this case the Covid-19 pandemic. I was able to see how the various offices inform considered decisions in such cases.	6/16/2021 7:04 AM
2	Isn't the UAP largely just a strategy document that serves legitimacy purposes for university governors? I mean, we all know what the purpose of the university is, just as we know how the government is slowly pulling away from its financial-support role. In any case, this committee acts like it's pretty much divorced of UAP goals, for better or worse.	6/9/2021 12:02 PM
3	This year was exceptional, with the pandemic consuming us, I felt the UAP process and communication was overshadowed and we were all so overworked and overwhelmed. I'm not	6/8/2021 4:32 PM

	sure how much was taken in by Senators or university constituent members.	
4	The T&P Committee's work seems to be at arms length from the UAP.	6/3/2021 9:12 PM
5	truly an wonderful committee to participate on	6/2/2021 3:11 PM
6	Developing our Faculty's Strategic Plan.	5/31/2021 6:02 PM

Q7 Committees establish their own priorities in the autumn or have a core work schedule. Do you feel that the Committee has planned appropriate time for priority items / core functions during the year?

Answered: 30   Skipped: 0
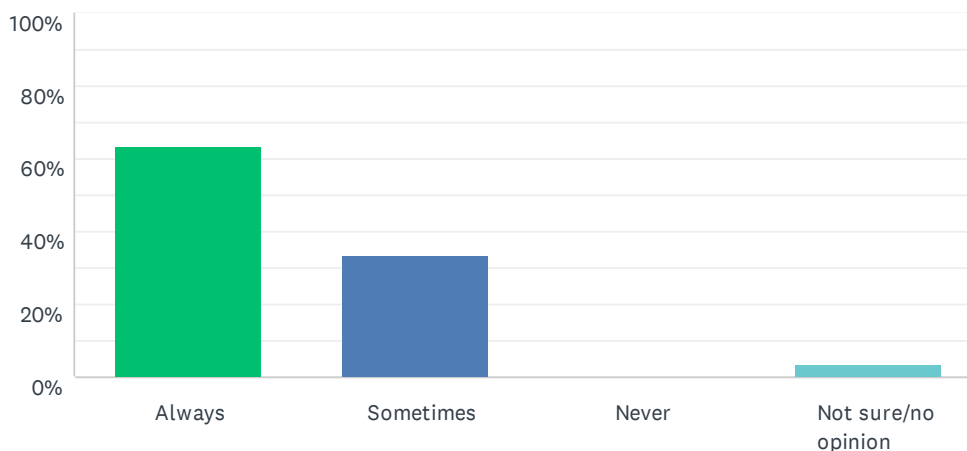
ANSWER CHOICES	RESPONSES	
Always	63.33%	19
Sometimes	33.33%	10
Never	0.00%	0
Not sure/no opinion	3.33%	1
TOTAL		30

#	COMMENTS	DATE
1	Again we were operating within the context of a major disruption so I don't think this year is indicative of how the committees typcially run. So determining what is an appropriate time for priority items, and what should be a priority item or core function (and for whom) is difficult to ascertian in a pandemic.	6/8/2021 4:32 PM
2	There are always issues that arise (such as a pandemic), so committees need to be a bit flexible.	6/8/2021 2:41 PM
3	It is hard to know how much time will be needed for policy development due to the unpredictability of community and committee feedback. In addition, items took longer this year because our committee experience a large turn over in membership and new members required orientation.	6/3/2021 10:35 AM
4	SAC more than other committees responds to the appeals it receives. It's other work on academic priorities is quite limited.	6/3/2021 8:27 AM
5	I think this year flexibility in agenda (vis a vis Covid) is a bonus, and well handled by the chair.	6/2/2021 3:11 PM
6	Alot depends on the amount of curricular changes going though in a particular year. For instance, the shift in the grading schema and changes in EUC diverted time and attention away from emerging issue like the pan university conversation.	6/1/2021 6:26 PM
7	The committee's work in some areas in contingent on the work in the curriculum review process in faculties, so sometimes the plans are affected what is moved forward.	6/1/2021 9:09 AM

Q8 Are there items that should have received this year -- or should receive in future -- more attention from the Committee?

Answered: 6   Skipped: 24

ANSWER CHOICES	RESPONSES	
Item	100.00%	6
Item	50.00%	3
Item	16.67%	1

#	ITEM	DATE
1	More attention from Senate (with the appropriate discussion in Executive: a broader discussion of the impact of the pandemic and subsequent strengthening of technology-enhanced teaching and operations on university life; beyond the opinion of students, I'd like to know how it has affected (positively and negatively) the lives of contract faculty, staff, librarians... this larger structural view of impact would be important for thoughtful planning moving forward.	6/16/2021 7:04 AM
2	consultations with Senate & Faculties	6/8/2021 4:32 PM
3	Academic Conduct Policy	6/3/2021 10:35 AM
4	Some Units could be more familiar with Senate Policy. All Units should feel that Senate Policy applies to them.	6/2/2021 4:46 AM
5	Pan university changes	6/1/2021 6:26 PM
6	More focus on the UAP	5/31/2021 6:02 PM
#	ITEM	DATE
1	Markham plans & governance	6/8/2021 4:32 PM
2	consoldiation of acdemic integrity policies	6/1/2021 6:26 PM
3	Thinking outside the box	5/31/2021 6:02 PM
#	ITEM	DATE
1	budget and academic resource priorities	6/8/2021 4:32 PM

Q9 Please comment on logisitics and organizational aspects.

Answered: 30   Skipped: 0
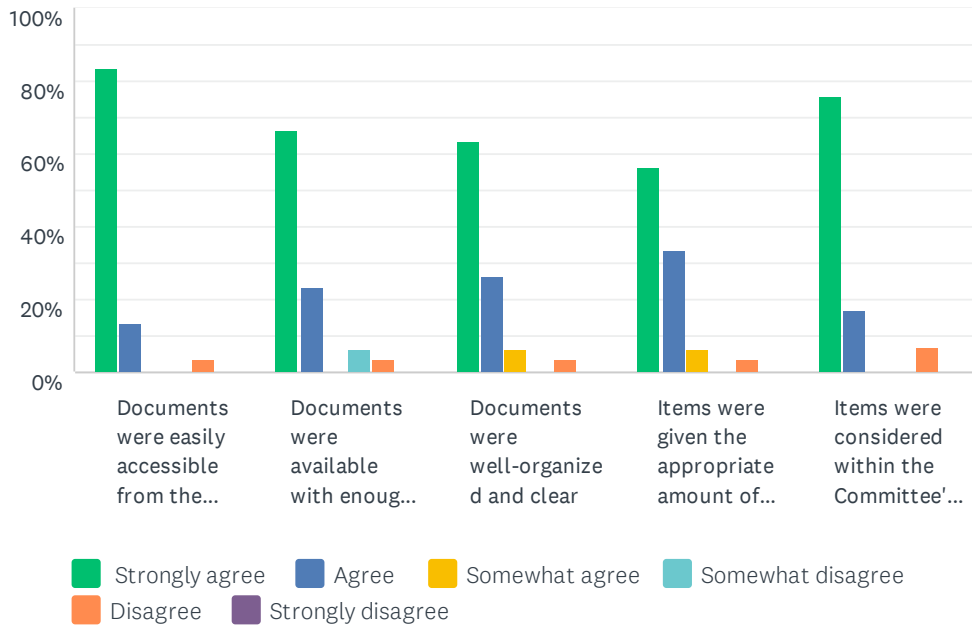
	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Documents were easily accessible from the Committee's Website	83.33% 25	13.33% 4	0.00% 0	0.00% 0	3.33% 1	0.00% 0	30	1.27
Documents were available with enough lead time before meetings	66.67% 20	23.33% 7	0.00% 0	6.67% 2	3.33% 1	0.00% 0	30	1.57
Documents were well-organized and clear	63.33% 19	26.67% 8	6.67% 2	0.00% 0	3.33% 1	0.00% 0	30	1.53
Items were given the appropriate amount of time	56.67% 17	33.33% 10	6.67% 2	0.00% 0	3.33% 1	0.00% 0	30	1.60
Items were considered within the Committee's mandate	75.86% 22	17.24% 5	0.00% 0	0.00% 0	6.90% 2	0.00% 0	29	1.45

#	COMMENTS	DATE
1	I supported the Principles document but hindsight is 20/20 and having seen/heard how it landed in the Faculties I regret how the Executive Committee handled and rolled out this important academic document. We should have taken more time and consulted more for the last amendments. Perhaps easier said than done in a pandemic- but it would have spared some grief.	6/8/2021 4:32 PM
2	Support from the Secretariat is outstanding.	6/2/2021 2:06 PM

3	Of course it would be wonderful to get documents more in advance, but since they don't always get submitted early there's not much you can really do about that.	6/2/2021 12:06 PM
4	Please replace the Senate Moodle site with something speedy and modern.	6/2/2021 12:05 PM
5	The preparation and presentation of tenure files should be standardized across the university. There is too much variation and inconsistency. This makes it time-consuming for members of the committee to review and discuss files.	6/1/2021 8:46 PM
6	The recap in the meeting package, reminding the committee of the history of the item, was invaluable.	6/1/2021 6:26 PM

Q10 The COVID-19 pandemic caused the University to shift to remote operations in Spring 2020. The delivery of governance moved in step adopting a virtual mode for Senate meetings commencing in April 2020. How would you describe the experience of virtual Senate meetings, including from both technical and engagement perspectives?

Answered: 25   Skipped: 5

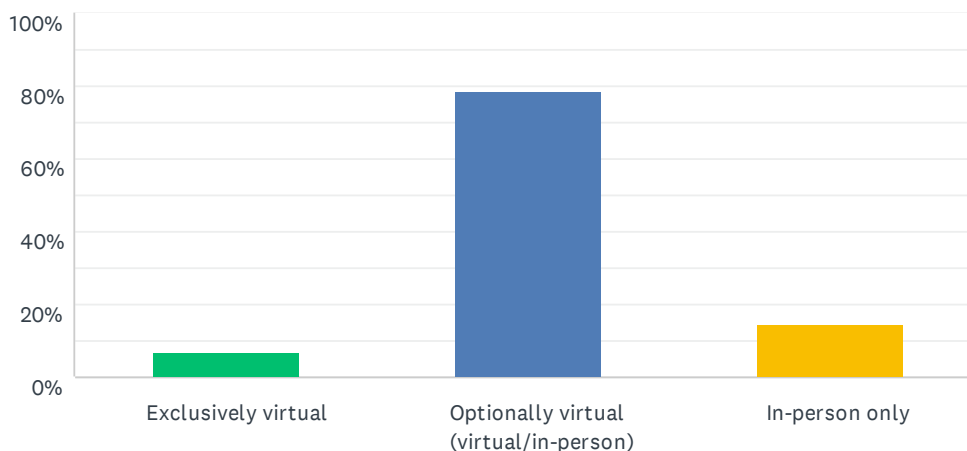| #	RESPONSES	DATE
1	Very positive. I miss the opportunity to see colleagues in person, but the university will provide other opportunities for in-person collegial engagement as we go back to in-person. However, specifically when it comes to Senate and its committees, the fact that we can participate in collegial life at times when we wouldn't be able to otherwise due to scheduling and transportation difficulties is very valuable.	6/16/2021 7:04 AM
2	Acceptable.	6/8/2021 6:02 PM
3	My sense was the virtual meetings increased attendance and increased the number of Senators who participated. I believe the recordings allowed for university constituents to tune in to meetings where issues of relevance were being discussed. This increased engagement which in turn improves governance.	6/8/2021 4:32 PM
4	I have mixed feelings about this. I think many members were less engaged, and it allowed Senators who tend to dominate to continue to do so. That being said, the mute button is faster than waiting for security to escort a senator from the chamber. I think Senate should remain virtual for the next year, and then perhaps move to a rotating schedule of virtual/in-person. Not sure if the hybrid model will work but it might be worth a try.	6/8/2021 2:41 PM
5	Still good level of engagement as everyones cameras were on and everyone voiced their opinions. this was a smaller committee so perhaps that was why.	6/8/2021 1:23 AM
6	The Secretariat has done an admirable job of adapting to the circumstances and ensuring that governance functions can proceed properly. I think that the virtual mode is inherently inferior to the in person assembly from an engagement perspective. In person meetings had an air of collegiality which is, perhaps entirely, lacking in the virtual mode.	6/4/2021 5:21 PM
7	Fine!	6/3/2021 9:12 PM
8	I have nothing to which I can compare the virtual meetings, but I think it worked fine.	6/3/2021 4:02 PM
9	I think they worked fine, and turn out was good. However, I think there has been a negative impact in terms of reduced positive feelings among members. Somehow, being together physically mitigates some of the conflict that arises. On Zoom, all you see is the conflict.	6/3/2021 10:35 AM
10	Moving online for SAC has been pretty seamless. Going forward I think it makes sense to continue this way.	6/3/2021 8:27 AM
11	They functioned well remotely.	6/2/2021 5:44 PM
12	I think virtual is something we should consider integrating (perhaps), so that the extremely high level of attendance continues but also some face to face has benefits.	6/2/2021 3:11 PM
13	As a Glendon faculty member, I have found it much easier to attend both Senate and committee meetings than was previously the case.	6/2/2021 2:06 PM
14	GREAT! I think the meetings have been very efficient online, and it makes it easier for everyone to attend, even if they have a conflict with a small part of the time.	6/2/2021 12:06 PM
15	I'm not a member of Senate.	6/2/2021 12:05 PM
16	There was no issues for our committee. Transitioning to online sessions was seamless. The	6/2/2021 9:27 AM

	need for electronic files was a welcome change anyway that should be maintained moving forward.	
17	This was one part of my work at YU that benefitted by meetings becoming virtual: we sometimes extended our meetings a bit in order to complete a discussion and decision, and there was no issue about missing a bus.	6/2/2021 4:46 AM
18	Zoom meetings functioned well and the virtual format did not impact the committee's work	6/1/2021 8:46 PM
19	I found the online version of conducting meeting efficient, but I do think it curtailed the ability to build a sense of connection between committee members.	6/1/2021 6:26 PM
20	Seemed fine to me. I think it actually helped include people who might otherwise not consider sitting on committees, etc.	6/1/2021 9:09 AM
21	Very good.	5/31/2021 6:02 PM
22	I had difficulty navigating the website for materials, meetings. An email from time to time to advise of meetings with links to the website for documents would have been helpful and appreciated.	5/31/2021 5:47 PM
23	From a technical, fine when people's internet or home distractions running smoothly. In terms of engagement, our numbers are up when meetings are Remote but that does not always mean engaged. I also find on campus meetings more productive but can see how sub-committee work can lend itself well to remote when needed.	5/31/2021 5:27 PM
24	The virtual meetings worked well, although the in-person meeting is always better due to personal interaction.	5/31/2021 5:04 PM
25	The transition was smooth, and administrative supports made this very easy and pleasant for all members.	5/31/2021 4:14 PM

Q11 Based on the experience with virtual meetings over 2020-2021, post-pandemic, governance should be delivered:

Answered: 28   Skipped: 2

ANSWER CHOICES	RESPONSES	
Exclusively virtual	7.14%	2
Optionally virtual (virtual/in-person)	78.57%	22
In-person only	14.29%	4
TOTAL		28

#	COMMENTS	DATE
1	I would favour either exclusively or optionally virtual (depending on the preference of others). Remote access to meetings and documents makes our participation in the various collegial bodies more accessible. This will become increasingly important for a multi-campus university. As most meetings take place at Keele, remote access will ensure that faculty members in other campuses will have the same chance of participating in collegial life as those at Keele.	6/16/2021 7:04 AM
2	I personally prefer in person when possible!	6/8/2021 1:23 AM
3	I found virtual meetings for SAC ran well. I did not feel at a huge disadvantage at all, surprisingly.	6/6/2021 11:53 AM
4	The virtual mode has, in my perception, exacerbated a long-standing criticism of Senate as a body too centred on reports from administrators with limited discussion or input from Senate members. I say this as a member of Senate with no significant grievances regarding the conduct of the administration. It would seem to me that there was more debate, and more interest in and opportunity for debate, in the in person mode. Perhaps there is a parallel to be drawn here between the similar phenomenon of disengagement which has been observed in the teaching context throughout the pandemic.	6/4/2021 5:21 PM
5	Let's not forget established history. There is no such thing as a "new normal" It is just two words in quotation marks.	6/3/2021 9:12 PM
6	I think Senate could be held in-person sometimes and virtually sometimes, but I don't think it should be optional virtual.	6/3/2021 10:35 AM
7	Perhaps the large orientation meeting in the fall could be in person and then the panels meet online. I can't speak for other committees.	6/3/2021 8:27 AM
8	and another possibility, is maybe a KICK OFF entirely in face, and then moving to optionally virtual	6/2/2021 3:11 PM

9	This question does not offer the option I would prefer for APPRC meetings : alternating in person and virtual meetings. This would reduce the burden of travelling between campuses. The shuttle schedule is such that meetings end just after the hourly shuttle. APPRC meets twice a month, so this challenge is considerable.	6/2/2021 2:06 PM
10	I think for the main Senate meetings it will make sense to have them in-person with a virtual option, but for the sub-committees of Senate, I really think staying virtual would make it easier - it provides flexibility so that people who have other meetings/classes/etc. can still be a part of the committee and a regular contributor, whereas they may not have been able to in the past. For example, I had never volunteered in the past because I had to be home to pick up my kids too early some days (so I couldn't commit to always making an in-person meeting late afternoon), but if I could be virtual then it would be no problem.	6/2/2021 12:06 PM
11	As a Glendon faculty member involved in Markham planning, a mixed approach to meetings would greatly facilitate diverse participation in these bodies. Meetings that may take 90 min for folks at Keele really do eat up a half-day for people from other campuses.	6/2/2021 12:05 PM
12	As much as I find virtual meetings convenient and personally not a problem at all, I have reservations about the long-term impact on governance.	6/1/2021 8:46 PM
13	Although it might be awkward to include 1-2 people via zoom into a live meeting, I do see this as a reasonable compromise that allows for greater collegiality while increasing access.	6/1/2021 6:26 PM
14	Again, I think virtual committee work for pan-university committees will be an important way to ensure participation across all three campuses.	6/1/2021 9:09 AM
15	Virtual and in-person committee meetings were being held before the pandemic and will likely become the new normal when the pandemic is through. The other two options are too extreme. We should strive for flexibility and to accommodate each others' needs and requirements.	5/31/2021 6:02 PM

Q12 We value your comments and suggestions. Please feel free to share your thoughts on any aspect of the Committee's work or your experience as a Committee member in the space below.

Answered: 10   Skipped: 20

#	RESPONSES	DATE
1	Currently, when the question is called for voting, it is asked only for those who vote against to express their view by voting. This makes it impossible to abstain and makes the position of those who vote against more visible than that of those who vote in favour. This is fine when the issues are not contentious, but there will be an imbalance when there are contentious issues (as the experience of those voting against will be that the stakes are higher, while voting in favour will be "easier"). At our Council (and many councils) when the question is called people can abstain and may vote in favour and against. I wish this were the case at Senate and Senate Executive.	6/16/2021 7:04 AM
2	This committee is important, but most of the committee members, and especially the chair, waste a lot of people's time because they have lost sight of the forest for the trees. Somehow it's gotten into the culture of this committee that tiny little problems with files deserve an inordinate amount of attention of both the committee and the submitting units. To me, it's an alarmingly bureaucratic committee composed of OCD nit-pickers. It's disturbing to take part in it and watch people argue over seemingly irrelevant details in files. I'll be glad when my tenure with this committee is done as it's been a very negative experience to be part of it. That being said, the administrative support has been excellent.	6/9/2021 12:02 PM
3	I was very impressed with the Chair of Senate and the way she handled conflict with professional grace during meetings.	6/8/2021 7:02 PM
4	In additon to intellectual and physical labour of committee work there is also emotional labour. We don't always recognize the emotionally charged nature of the work we do.	6/8/2021 4:32 PM
5	I enjoyed it immensely.	6/2/2021 3:11 PM
6	The Senate T+P Committee has a very heavy workload and a great responsibility. It would be nice to have that acknowledged. It gets very tiring to read tenure files from units that say explicitly in their tenure standards and in their adjudicating committee reports that the unit or faculty does rank service very highly.	6/1/2021 8:46 PM
7	I valued my experience this year very much. More than all the time I've spent in Faculty Council and Senate, I feeling my time on ASCP has heightened my understanding of collegial governance as praxis. I've also developed a much greater appreciation for the richness and diversity of York's programs.	6/1/2021 6:26 PM
8	I think our sub-committee worked really well.	5/31/2021 6:02 PM
9	I had hoped to be more involved but the lack of correspondence and increased workload within my faculty meant that it was difficult to follow when meetings were held. I have not, apart from for the first meeting received any correspondence from the committee chair or secretary. If I am to continue in this role next year, I would hope to be more acti	5/31/2021 5:47 PM
10	It has been an honour to serve in this capacity. I have learned so much about my fellow colleagues, and have enjoyed getting to more about them in our committee work together. I have also enjoyed reading about the many and diverse ways our students and faculty members make their mark on th world, and on our university life, research, community engagement and teaching.	5/31/2021 4:14 PM

Senate Attendance in 2020-2021

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

Membership by Category	Sep 2020	Oct 2020	Nov 2020	Jan 2021	Feb 2021	Mar 2021	April 2021	May 2021	June 2021
All Faculty Members (99)	87	74	79	77	60	72	70	74	59
LA&PS (34)	34	27	28	28	21	26	23	28	23
Education (4)	4	4	1	3	2	3	3	3	3
EUC (4)	4	4	1	3	2	3	3	3	4
Arts, Media, Peformance & Design (7)	7	7	6	6	6	5	7	4	5
Glendon (8)	1	4	5	5	5	4	6	4	6
Lassonde (8)	7	4	6	6	4	7	4	5	7
Health (12)	12	11	12	9	9	8	8	11	4
Osgoode (4)	3	3	4	3	2	3	2	3	3
Schulich (5)	4	3	4	5	5	4	4	5	0
Science (11)	11	8	9	8	5	9	9	8	4
Librarians and Archivists (2)	2	2	2	1	1	2	1	2	1
President/ Vice-Presidents (6)	6	6	6	6	5	6	5	6	5
Deans/Principal/ (12)	11	9	10	10	10	7	9	10	10
Sudents (28)	14	16	21	16	18	16	11	11	5
Committee Chairs (2)	2	2	2	2	2	2	2	2	2
Other Members (13)	13	8	8	8	8	7	8	7	8
Number of Senators Attending (Percent)	**135 (83)**	**117 (72)**	**128 (78.5)**	**120 (74)**	**104 (64)**	**112 (69)**	**106 (65)**	**112 (69)**	**90 (55.2)**

1 The maximum size of Senate is 168. However, totals in the tables and graphs do not include the Chancellor, members of the Board of Governors, and committee chairs who were already Senators when elected to their positions.

Table 2
Senate Attendance 2016-2017 to 2020-2021
by Category of Membership and Percentage

Membership Category	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Faculty Members (99)	57.0	58.2	59.4	67.2	73.2
Education (4)	59.3	62.5	63.9	85.0	81.1
Environmental & Urban Change (4)	37.5	50.0	22.2	47.5	75.0
Arts, Media, Performance & Design (7)	23.4	28.6	60.3	77.1	84.1
Glendon (8)	45.3	52.5	45.8	55.0	55.6
Health (12)	67.0	58.3	63.0	66.6	78.1
Lassonde (8)	70.0	67.1	77.8	57.1	69.4
Liberal Arts and Professional Studies (36)	62.0	63.2	63.2	76.1	73.1
Osgoode (4)	47.0	52.5	30.6	55.0	72.1
Schulich (5)	59.0	58.3	40.7	56.0	75.5
Science (11)	68.0	62.0	66.7	82.7	72.1
Librarians and Archivists (2)	56.5	80.0	77.8	75.0	78.1
President / Vice-Presidents (6)	87.5	80.0	88.2	76.6	94.4
Deans / Principal / Librarian (12)	55.2	61.7	69.4	76.1	80.1
Students (28)	44.0	43.6	36.9	55.2	51.1
Committee Chairs (2)	60.0	100	88.9	100	100.
Other Members (13)	72.1	73.1	60.6	77.6	64.1
Percentage Attendance	**57.0**	**61.9**	**57.2**	**72.7**	**70.0**

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

Membership Category	Attendance (by %)
Committee Chairs	100
President/ Vice President	94.4
Arts, Media, Performance & Design	84.1
Education	81.1
Deans / Principal / Librarian	80.1
Librarian and Archivists	78.1
Health	78.1
Schulich	75.5
Environmental and Urban Change	75.0
All Faculty Members	73.2
Liberal Arts and Professional Studies	73.1
Osgoode	72.1
Science	72.1
Lassonde	69.4
Other Members	64.1
Glendon	55.5
Students	53.1

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

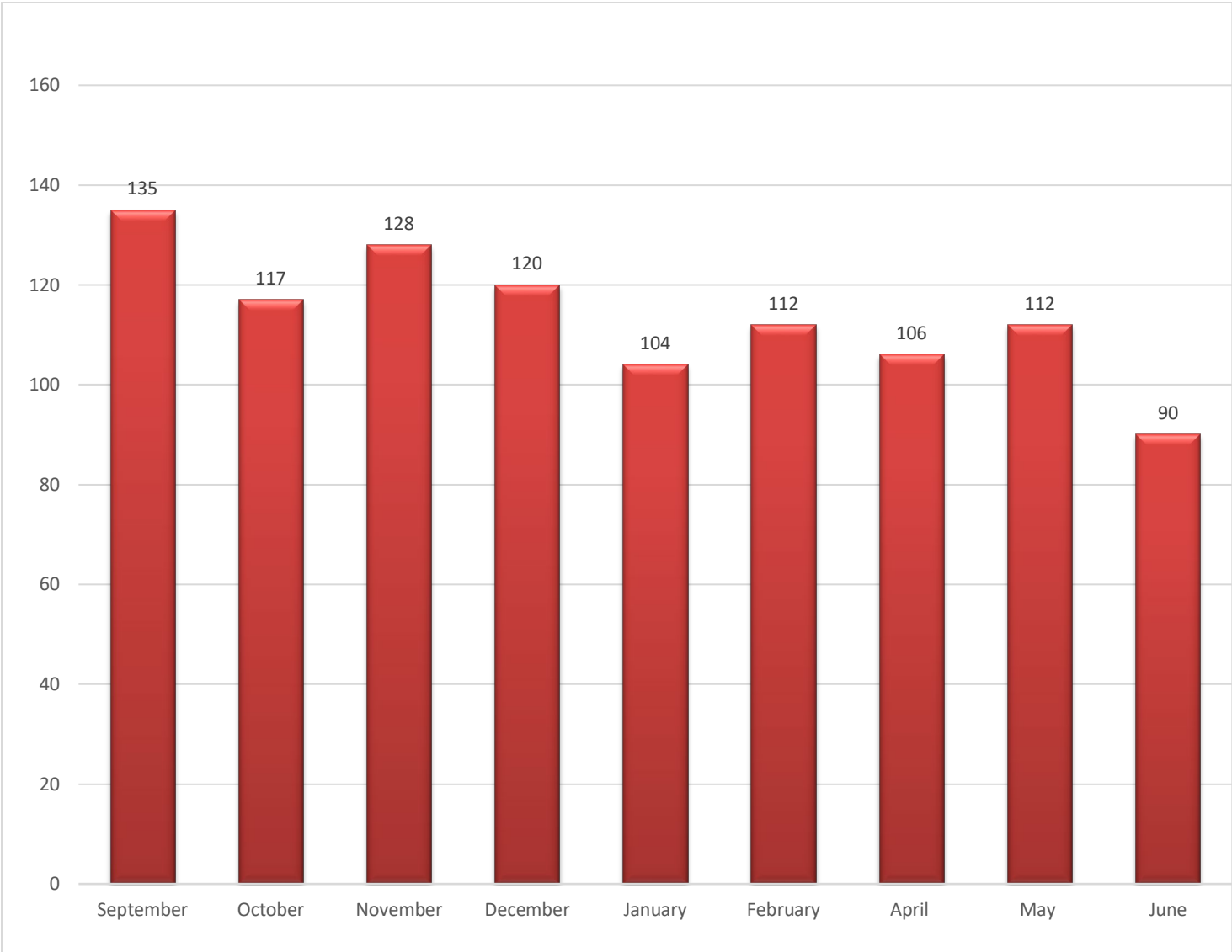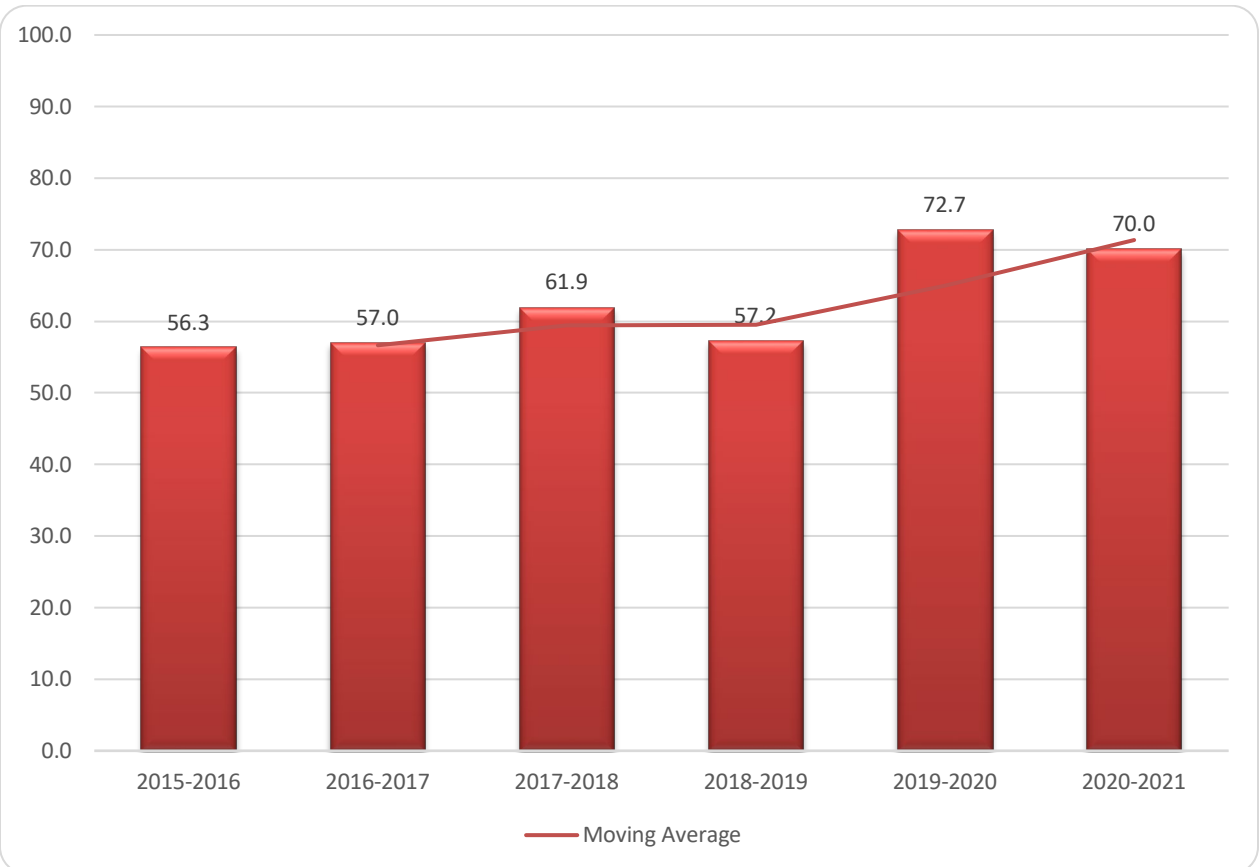| Month	Attendance
September	135
October	117
November	128
December	120
January	104
February	112
April	106
May	112
June	90

Table 5
Senate Attendance
2015-2016 to 2020-2021

by Yearly Average

Academic Policy, Planning and Research Committee Report to Senate

At its meeting of 23 September 2021

FOR INFORMATION

APPRC met on 17 September and submits the following report for information:

1. 2021-2022 Committee Priorities

The Committee is in the process of establishing its priorities for the year; a robust discussion of ideas and possible initiatives was held at its first meeting. More information on the priorities will be provided to Senate at the October meeting.

A focus each year for the Committee is UAP implementation. In its year-end UAP progress report to Senate in June the Committee underscored the significant challenges to sustaining the delivery of academic activities while coping with the impact of the pandemic. Since circumstances have not returned to normal at this time, APPRC members are aware that the community continues to juggle the impact of the disruption. Decisions on priorities for this academic year will be made with the awareness of this context.

2. Markham Centre Campus Planning

Markham Centre Campus planning will be a standing item on the Committee's agendas again this year, and with the 2023 launch of the campus growing closer it is anticipated that Markham-related items will feature prominently in the Committee's priorities. APPRC will report monthly to Senate; it will facilitate reports - oral and written - by the Provost and the Vice-President Research and Innovation; it will ensure Senate is fully informed of developments and engaged; and provide its own commentary as appropriate.

3. Sub-Committee Members for 2021-2022

The Committee began its process of populating its sub-committees. Confirmed membership is as follows, with the remaining one opening to be filled soon:

Sub-Committee	Members
Technical Sub-Committee	Lisa Philipps, Provost *Chair* Amir Asif, VPRI Mario Roy, Chair of Senate Brenda Spotton Visano, Chair of APPRC Richard Hornsey, APPRC member

Organized Research Units	Amir Asif (Ex officio - VPRI) Dasantila Golemi-Kotra, Science Evan Light, Glendon / FGS Michael Moir, Libraries TBD, Council of Research Directors
Equity Sub-Committee (Senate Executive)	Leslie Sanders, LA&PS

4. Welcome to New Members

The Committee is pleased to welcome new members Carys Craig (Osgoode), Michael Darroch (AMPD), and Burkhard Eberlein (Schulich). Three faculty member seats and one from the Council of Research Directors (ORUs) are expected to be finalized soon. We are also looking forward to welcoming the two student members once they have been confirmed by Senate Executive. I am also pleased to enjoy the Committee's support to chair APPRC again this year.

Brenda Spotton Visano
Chair of APPRC

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

At its meeting of 23 September 2021

FOR ACTION

New Programs

1. **Establishment of a new Master of Arts (MA) program in Design Research • Department of Design • School of the Arts, Media, Performance & Design • Faculty of Graduate Studies**

ASCP recommends that,

> **Senate approve the establishment of a new Master of Arts (MA) program in Design Research housed in the Department of Design, School of the Arts, Media, Performance & Design as set out in Appendix A, effective FW 2022-2023.**

Rationale:

As outlined in the full proposal set out in **Appendix A,** a one year Master of Arts (MA) in Design Research is being proposed that will consist of two terms of course work in the fall and winter, and one term in the summer to complete a Major Research Project or Major Research Paper (MRP). The program is intended to provide an opportunity for students to: 1) learn the skills that address a burgeoning need among employers seeking persons with skills in human-centred research methods (this demand is particularly acute among employers in design-related fields, but the need is also held among employers who rely on data or user experience to drive their business) and 2) an opportunity for designers to engage in disciplinary research and research creation.

The MA in Design Research is not a professional program. It will neither teach nor provide students with basic skills necessary for professional practice, e.g. composition, coding, drawing, knowledge of typography, etc., such as is found in the professional undergraduate BDes Program. As a graduate program, its research emphasis will explore the nexus between art and design methods, and those of social science, science, the humanities, and the ways in which they might be applied to independent research proposals. The program's

focus does overlap with professional practice to the extent that experience with research methods is an increasingly important aspect of practice. But unlike an undergraduate education which focusses on job-ready skills, the MA in Design Research is geared towards questioning the status of the discipline as well as expanding its limits. It seeks to advance knowledge rather than impart studio skills.

The MA in Design Research is intended to provide students with a foundational experience in research practices for the design field. The course structure provides students with necessary scaffolding of knowledge and opportunities to test their ideas. Each term of course work includes a research methods course coupled with a corresponding studio practicum. The first term's focus examines disciplinary issues within design; the second term looks to human-centred studies to question design from the user's perspective. These two categories of inquiry are further supported by additional coursework: a theory and criticism course in the fall, and two electives, a minimum of one of which must be taken outside Design in support of their MRP.

The MA in Design Research addresses the "Skills and Job Outcomes" priority area outlined in the University's Strategic Mandate Agreement (SMA) in areas such as graduate employment, employment earnings, experiential learning, and skills and competencies. The SMA also describes York's desire to "enable mid-career workers to reskill in the face of technological disruption." Advancements in technology, manufacturing and design have increased the need for a human-centred approach to design. There is a need to train students in the inclusive design process that takes abilities and accessibility issues of people into consideration. Course work includes conducting user studies, evaluating design ideas and prototypes at multiple stages of design and development, and user feedback of solutions. One of the targeted student groups for the program is professional designers who may have obtained their degree at a time when user testing and research was not a part of undergraduate education. Letters of support for the proposal were provided by the relevant academic and non-academic units, including the Dean and the Provost and Vice-President Academic indicating the appropriate resource support for the new program.

Approvals: AMPD Faculty Council on 12 May 2021, ASCP 9 June 2021, and APPRC 16 September 2021.

Academic Standards, Curriculum and Pedagogy Committee - Report to Senate

Major Modifications

2. Changes to the degree requirements for the BA program in Religious Studies • Department of Humanities • Faculty of Liberal Arts & Professional Studies

ASCP recommends that,

> **Senate approve changes to the degree requirements for the BA program in Religious Studies, housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies set out as Appendix B, effective FW2022-2023.**

Rationale:

The proposed major modification to the Religious Studies program is in response to recommendations from the cyclical program review and the concomitant restructuring of the Humanities program. In the Spring, Humanities made changes to its Humanities major to streamline the degree, highlight areas of thematic focus, and update its curriculum. The changes to the Humanities degree surfaced the need for other programs in the department to pursue curricular changes for program coherence and relevance in light of how the Humanities degree changes may affect the related programs. In response, Religious Studies created its own rubric, refined and defined its Learning Outcomes. In light of these changes, the Religious Studies program has reconsidered its program requirements, and reconfigured its course lists. Revisions to the program include the creation of the RLST rubric; the addition of a 2000 level course as a requirement for the major; a requirement for majors to take at least one course from four category of courses instead of five; the elimination of a sixth, optional category of language courses that was to be taken for credit toward the major or minor; and clearly defined Learning Objectives that are aligned with the curriculum map.

The redefinition of the Learning Objectives, and the changes to the curriculum that came as a result, reflect several of the priorities for action expressed in the University Academic Plan for 2020–2025. Reflecting Priority 1 (Diversifying whom, what, and how we teach). The program aims to better service the needs and interests of the York student body by making room in its curriculum for courses on Sikhism and South Asian religions and continuing to enhance its offerings in Islam. Priorities 4 (Advancing global engagement) and 6 (Living well together) are addressed in the adoption of RLST 2805 World Religions in Canada as a core course which reflects the program's new Learning Objectives that articulate its goals to examine religious traditions in their Canadian context, where numerous religious traditions meet and interact, and in the intersection of the Canadian experience and the rest

of the world. Letters of support were provided by the Department of Humanities and the University Registrar.

Approvals: Faculty of Liberal Arts & Professional Studies Faculty Council 8 April 2021, and ASCP 15 September 2021.

Faculty Regulations

3. **Revisions to Graduate Petitions and Appeals Regulations, Faculty of Graduate Studies**

ASCP recommends that:

> **Senate approve revisions to graduate petitions and appeals regulations as set out in Appendix C, effective immediately.**

Rationale:

Graduate petitions are currently in the process of being moved to a new workflow software – titled *Flowable* – and the initiative has highlighted the need to revisit FGS regulations on petitions. It offers a timely opportunity to examine existing petitions to consider adding new types as well as removing outdated types that are no longer needed, or that have evolved. This evolution has occurred over time to be adaptable to changing circumstances to best support the student experience. With the introduction of digital processes to create a seamless experience for students and administrators, aligning existing regulations with current practices will ensure clarity for all parties.

For example, this proposal suggests removing *External Student Status* (Leave of Absence) as it is no longer used and combining *Elective* and *Exceptional Circumstances* (Leave of Absences) into a new petition simply called *General Leave of Absence.* This proposal also recommends adding some new petition types such as *Course Drop (Withdrawal)* and *Course Extension (for Incomplete Coursework)* to address the fact that current registration rules and regulations reference the need for students to petition and yet no such formal petition type currently exists. These recommendations are based on petition requests that FGS currently receives from graduate students. The Petitions Subcommittee has been accepting petitions using an *Other* petition category to best support students in specific unanticipated circumstances, and this practice has existed for some time despite not being a formal petition category. Additionally, *COVID-19 Extension of Part-time Status* is recommended to be formally added to the regulations as this will be continuing for the foreseeable future. There is a need to revisit the naming of petition types since graduate

students will submit petitions directly on the new digital system, rather than submitting them through their home graduate program. Therefore, the proposal aims to make petition types more understandable to students, with clear affiliations between the system's architecture and Faculty regulations. It also aims to remove process language, which has crept into petitions rules and regulations over time. Process information is dynamic, and changes based on systems and staffing. This information will be made available to students on our petitions website and separate from the rules and regulations.

Finally, this proposal also looks ahead to the Student System Renewal Program (SSRP). The Petitions Committee of the Whole has taken into account how petitions are being coded in our current Student Information System (SIS) and puts forward this proposal to consider the petition types needed in the new information system, including essential data points needed to inform future decision making on student supports.

Process information will appear on the FGS website, in user-friendly language, to prepare students for each of these petitions and their intersections.

Approvals: Academic Planning & Policy Committee of FGS Council, acting under summer authority, on 9 June 2021, and ASCP on 15 September 2021.

CONSENT AGENDA

4. **Granting of Degrees, Certificates and Diplomas (Fall 2021 to Spring 2022)**

ASCP recommends that:

   a. Senate authorize the granting of degrees at the University's convocations held in Fall 2021 (virtual), February 2022 (Convocation In Absentia) and Spring 2022, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of the degrees listed in **Appendix D**.

   b. Senate authorize the granting of diplomas and certificates at the University's Convocations held in Fall 2021 (virtual), February 2022 (Convocation In Absentia) and Spring 2022, and individually to students at any point during the year who have fulfilled the requirements for receipt of the diplomas and certificates listed in **Appendix D**; and that

   c. Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education.

Academic Standards, Curriculum and Pedagogy Committee - Report to Senate

Approvals: ASCP 15 September 2021.

FOR INFORMATION

a. Minor Modifications to Curriculum

The following items were approved by ASCP and ASCP's Coordinating & Planning Sub-Committee, delegated Summer Authority from 9 June 2021 to 14 September 2021.

Faculty of Environmental and Urban Change

Minor Correction to the number of electives for the Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management

Faculty of Health

Temporary change to admission requirements for the MA and PhD programs in Psychology, Graduate Program in Psychology

Faculty of Liberal Arts & Professional Studies

Minor Correction to a course rubric for the Graduate Diploma (Type 2) in Latin American and Caribbean Studies

b. Sub-Committee Members for 2021-2022

The Committee has completed the process of populating its sub-committees. Confirmed membership to date is as follows:

Sub-Committee	Members
Coordinating & Planning Sub-Committee	Martin Bunch, EUC (Chair) Lyndon Martin (Ex-officio, Vice-Provost Academic) Darran Fernandez (Ex-officio, Registrar) Ron Ophir, LA&PS Nicolette Richardson, Health
Quality Assurance (Joint Sub-Committee with APPRC) **Note:** members of the QA Sub-committee are elected by Senate.	Lyndon Martin (Ex-officio, Vice-Provost Academic) Thomas Loebel (Ex-officio, Dean and Associate Vice-President, FGS) Mary Helen Armour, Science

Academic Standards, Curriculum and Pedagogy Committee - Report to Senate

	Theodore Peridis, Schulich
	Celia Popovic, Teaching Commons
	Mina Singh, Health
	Quiang Zha, Education
Equity Sub-Committee (Senate Executive)	Sirvan Karimi, LA&PS

c. Chair for 2021-2022

Martin Bunch, EUC was elected as Chair for 2021-2022.

d. Welcome to New Members

The Committee is pleased to welcome new faculty members Martin Bunch (EUC), Kevin Gingerich (Lassonde), Pam Millet (Education), and Hannah Wong (Health). We are looking forward to welcoming the two student members once they have been confirmed by Senate Executive.

Martin Bunch, Chair

York University

New Program Brief

of the

Master of Arts

in Design Research

Submitted:

December 17, 2020

Revised June 14, 2021

New Program Proposal, Master of Arts in Design Research (MA in Design Research)
Department of Design, School of the Arts, Media, Performance and Design

October 1, 2020

1. Introduction

1.1 Provide a brief statement of the degree program(s) being proposed, including commentary on the appropriateness and consistency of the degree designation(s) and program name with current usage in the discipline or area of study.

The Design Department is proposing a 1-year (3-term) Master of Arts in Design Research (MA in Design Research) Program that will share 2 terms of course work with the existing 5-term Master of Design Program (MDes Program). The MA culminates in a Major Research Paper/Project in the 3rd and final term, while the MDes students complete a 3-term thesis. The MA is intended to provide students with a foundational experience in research practices for the design field. The course structure provides students with necessary scaffolding of knowledge and opportunities to test their ideas. Each term of course work includes a research methods course coupled with a corresponding studio practicum. The first term's focus examines disciplinary issues within design; the second term looks to human-centred studies to question design from the user's perspective. These two categories of inquiry are further supported by additional coursework: a theory and criticism course in the fall, and two electives, a minimum of one of which must be taken outside Design in support of their MRP.

The Master of Design Program is unique in that is has developed a system of public presentations each term which act as assessment markers for faculty and students. Continuing MDes thesis students must participate in thesis-in-progress presentations November and February; and first-year MDes students (not yet engaged in their thesis work) participate in end-of-term presentations where they present a synthesis of work completed in all their courses. MA students would participate in the end-of-term presentations.

As demand increases, 1-year MAs in Design Research are becoming more commonplace — with one in Switzerland, four in the UK, and one in the USA (See Appendix 1). The names of programs and the degree design vary: MRes RCA Communication Design (MA by Research), HKB/MA in Design Research (MA Design), MA Media, Art and Design by Research (MA by Research), Art and Design, MA by Research (MA by Research), MA by Research in Art & Design (MA by Research), MA program in Design Research, Writing & Criticism (MA Design Research). The Swiss and US programs are course-based while the majority of the UK's MA degrees do not require students to complete coursework. For most UK degree experiences, students conduct independent research for one year and supervisors oversee practical work and/or a written paper (Only the MRes degree at the Royal College of Art requires 2 terms of coursework and a 1 term MRP).

The program will begin in Fall 2022.

1.2 Provide a brief description of the method used of the development and preparation of the New Program Brief, including faculty and student input and involvement.

Prior to splitting our undergraduate program from Sheridan College, the Design Department consulted faculty from Terry Irwin, Chair, Carnegie Mellon University School of Design; Meredith Davis, Professor, College of Design, North Carolina State University; Petra Mueller, Department of

Business Engineering Innovation, Lucerne University of Applied Sciences and Arts; and Bonnie Zabolotney, VP Academic + Provost, Emily Carr University, to determine the future of the new York only BDes program. Those conversations also included discussions about graduate education. To that end, the MDes program was significantly revised in 2018–19 to shed its professional skillset focus and adopt a more research-intensive outlook. Because the MA in Design Research program will share coursework with the MDes program, it shares the same benefits from those discussions. But unlike the two year MDes, the MA will provide a condensed and abridged exposure to research investigation and reflection.

We conducted an alumni survey and polled 3rd and 4th year undergraduate students to gauge interest in graduate education in Design, specifically, the 2-year MDes and a 1-year MA.

1.3   Indicate the Faculty/unit in which the program will be housed (for undergraduate programs) or anchored (for graduate programs).

School of the Arts, Media, Performance and Design, Department of Design

1.4   Indicate the location/campus of the new program.

Keele Campus

2.   General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program.

We are proposing a 1-year MA in Design Research that will consist of 2 terms of course work (Fall, Winter), and one term (Summer) to complete a Major Research Project or Major Research Paper. The program is intended to provide an opportunity for students to: 1) learn the skills that address a burgeoning need among employers seeking persons with skills in human-centred research methods (this demand is particularly acute among employers in design-related fields, but the need is also felt among employers who rely on data or user experience to drive their business) and 2) an opportunity for designers to engage in disciplinary research and research creation*.

The MA in Design Research is not a professional program. It will neither teach nor provide students with basic skills necessary for professional practice, e.g. composition, coding, drawing, knowledge of typography, etc., such as is found in our professional undergraduate BDes Program. As a graduate program, it's research emphasis will explore the nexus between art and design methods, and those of social science, science, the humanities, and the ways in which they might be applied to independent research proposals.

* While we emphasize human-centred research as path for advanced study, we believe there will also be some students that come from professional practice (or recent undergraduates) who will choose a year away from the profession to focus on disciplinary topics and research creation. The coursework, as it exists allows for both of these pathways to expand an individual's design practice. (We have included some changes to the program brief to make this explicit.

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

The program's focus does overlap with professional practice to the extent that experience with research methods is an increasingly important aspect of practice. But unlike an undergraduate education which focusses on job-ready skills, the MA (as well as the MDes) are geared towards questioning the status of the discipline as well as expanding its limits. It seeks to advance knowledge rather than impart studio skills.

The MA in Design Research's focus is research. While it will address the "Skills and Job Outcomes" priority area outlined in the SMA3 draft (i.e. graduate employment, employment earnings, experiential learning, and skills and competencies), it's content is insufficient to qualify as a professional program. The SMA also describes York's desire to "enable mid-career workers to reskill in the face of technological disruption." Advancements in technology, manufacturing and design have increased the need for a human-centred approach to design with expertise in UI and UX. There is a need to train students in the inclusive design process that takes abilities and accessibility issues of people into consideration. Course work includes conducting user studies, evaluating design ideas and prototypes at multiple stages of design and development, and user feedback of solutions. One of the targeted student groups for the program is professional designers who may have obtained their degree at a time when user testing and research was not a part of undergraduate education. Note that the majority of design degrees granted in Canada come from "art & design schools," e.g. OCADU, ECUAD, NSCADU, Sheridan, Seneca, George Brown, Kwantlen Polytechnic University, etc., and not research institutions such as York University or the University of Alberta. The MA Design Research will allow these individuals to return to practice with the additional knowledge needed in today's technologically focused workforce.

2.3 Describe the appropriateness of the degree nomenclature. Note: Degree types are approved by Senate and require two meetings for approval: an initial notice of motion and then the motion to establish the new degree type.

The Master of Arts (MA) is the degree type used by other similar programs and is therefore the most appropriate for the MA in Design Research Program.

3. Need and Demand

3.1 Identify similar programs offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed program.

The Department of Design currently offers a 5-term Master of Design (MDes). It is important to note the MDes is the terminal degree in Design, which provides the foundation for pursuing an academically-oriented research and/or teaching career in Design. The relationship between the proposed MA and MDes is thus similar to the relationship between MA & PhD programs in arts-based departments, which typically share courses but differ in the length of degree and challenge of scholarly requirements. A 1-year MA in Design Research is new to Canada, whereas, in the UK and Europe, these intensive degrees are already common (See Appendix 1). In the case of our 2-year MDes, in Ontario, our direct competition is OCAD University. They have several design/design-related master's programs, all of which are 2 years full-time. However, they do not offer a 1-year MA in design. Ryerson University has a 1-year Master of Digital Media (MDM), however, we do not consider this program competition as they focus only on digital media, rather than design and design research. There are no other universities in Ontario offering a 1-year MA in Design Research, nor are there any 1-year MA programs in design at York University. This degree would be unique to the City of Toronto, the province of Ontario and across Canada.

Differentiation between the proposed MA in Design Research Program and the Existing MDes Program

The MA in Design Research functions as a "gateway experience" to research while the MDes' longer timeframe allows for an in-depth research experience. The MA in Design Research student has very different reasons for choosing the MA in Design Research Program, the most important of which, is the concern about program length. MA in Design Research students are interested in an exposure to research skills without the long term education commitment, and with the intention of returning to professional practice. Whereas, MDes students will be focused on a greater commitment to research investigation and apply specifically because of its terminal degree status, which provides both the opportunity to secure a position as a tenure-track faculty member or advance their status in the realm of professional practice. The table below indicates, in bold text, the parts of the MA in Design Research Program that differs from the Master of Design Program.

Degree	Master of Arts in Design Research (MA in Design Research)	Master of Design (MDes)
Degree Type	**Non-terminal Degree**	Terminal Degree
Duration	**3 terms**	5 terms
Number of Credits	21.0	21.0
Degree Requirements, Terms 1 and 2	Coursework 5101 3.0: Design Theory and Criticism 5104 3.0: User-centred Design Research Methods 5107 3.0: Disciplinary Research Methods in Design 5108 3.0: Design Studio: Culture and Criticism 5109 3.0: Design Studio: Users and Information 3.0 Elective Course 3.0 Elective Course	Coursework 5101 3.0: Design Theory and Criticism 5104 3.0: User-centred Design Research Methods 5107 3.0: Disciplinary Research Methods in Design 5108 3.0: Design Studio: Culture and Criticism 5109 3.0: Design Studio: Users and Information 3.0 Elective Course 3.0 Elective Course
Degree Requirements, Term 3	**Major Research Paper and Public Presentation** **or** **Major Research Project (Documented) and Public Presentation**	Research Proposal
Degree Requirements, Terms 4 and 5		Project-Based Thesis (Project and Support Paper 20–40 pages and Oral Exam
Entrance Requirements	Eligibility for admission to the MA in Design Research Program requires the following*: **1. Four-year undergraduate honours degree or equivalent in design or a design-related field. Persons without a design-related degree but whose experience is in some way related to design as demonstrated in the portfolio, may be considered.** **2.** At least a B standing **3. Design/Case Study Portfolio: The portfolio should include between ten and fifteen (10– 15) pieces. For applicants without a design-related degree but have some design experience and other related experience, submit a portfolio of 3–4 case studies that demonstrate involvement in design projects, e.g. papers, reports or other written and visual material, and clearly identify your role in these projects.** **4.** Statement of interest/intent about your motivation to study in the program (500-750 words) **5.** Curriculum vitae **6.** Three letters of recommendation **7.** Transcripts **8.** Demonstration of English proficiency for students whose first language is not English	Eligibility for admission to the MDes Program requires the following*: **1.** Four-year undergraduate honours degree or equivalent in design or a design-related field **2.** At least a B (second class) standing **3.** Design Portfolio: The portfolio should include between ten and fifteen (10-15) pieces. **4.** Statement: A statement of c500-750 words that addresses your interests and reasons for applying to a graduate program at this time and a description of the current direction of your design interests. Please include a list of Design Faculty members that you would be interested in working with. **5.** Curriculum Vitae **6.** Three letters of recommendation submitted online through the Office of Admission's Application Services **7.** Transcripts **8.** Demonstration of English proficiency for students whose first language is not English

*Applicants that do not meet the stated educational requirements but show exceptional promise through their experience, portfolio, and written statement may be recommended for admission to the Faculty of Graduate Studies.

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

The new MA Program will be suited to a variety of individuals:

1) practicing designers interested in professional development, i.e. to address the lack of formal education in design research in their undergraduate education;
2) designers who have recently graduated from an undergraduate program in design and are interested in an additional research-intensive year before moving into professional practice; and, 3) individuals with a bachelor degree in a field other than design, who can demonstrate previous interest/ability in the field of design. (These individuals may not be interested in practicing as designers but want to work with designers in some supporting capacity, e.g. a brand strategist for a marketing company who does not directly engage in design practice.)

Of particular note: This program aims to meet a need requested by employers. The graduate program in Design surveyed numerous advertisements for employment and found a common need: design research skills.

Industry Need:

We examined job advertisements targeting graphic designers. Overwhelmingly, the ads reveal that while employers want designers to have visual design skills, they also expect them to have design research experience. An online scan (September 16, 2020) for jobs both at entry and senior-level positions (using combinations of keywords, "graphic design," "visual designer," "users," "researcher," "user-centred," "user research" shows that the job opportunities for traditional graphic designers (visual designers) are limited. Of the 32 job advertisements, 8 of the jobs represented traditional graphic design positions that did not require a knowledge of research, while 24 listed "research" and/or "user research." The majority of job postings show a demand for a combination of both visual and research skills. Interestingly, many positions were either technology-related or the companies that produce technology-related products. While not an exhaustive search, it demonstrates the demand for research experience within the graphic design job market.

Student Demand:

Interest in the MA is demonstrated by two of the three targeted student groups.

1) Practicing designers interested in professional development

We conducted a survey with York/Sheridan Program in Design Alumni (See Appendix 2). When asked to "rate their level of interest in pursuing graduate education," 25 of the 69 showed some interest. In terms of specific degrees: 10 were interested in the MDes, and 19 were interested in the MA in Design Research. When asked what would influence a decision to attend a graduate program in design, the top three responses were: i) the cost of graduate education; ii) the courses offered and the program structure; and iii) the length of the program. The top barriers to pursuing a graduate degree in Design were i) finance-related and 2) time-related.

2) Designers who have recently graduated from an undergraduate program in design

We conducted a Student Poll with 3rd and 4th Year YSDN, to gauge interest in both the MDes, MA and receive 48 responses. 31/48 students responded with either "maybe" or "yes" for MDes 38/48 responded with "maybe" or "yes" (See Appendix 3).

4. Program Content and Curriculum

4.1 Describe the program requirements and the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components.

The program is intended to provide an opportunity for students to engage in practice-led and experimental research processes, methods and methodologies that inform communication design research and to address the burgeoning need of employers seeking persons with skills in human centred research methods. This demand is particularly acute among employers in design-related fields, but the need is also felt among employers who rely on data or user experience to drive their business. A human-centred design approach results in innovative solutions, giving students opportunities to commercialise their work and explore social entrepreneurship. It is a sustainable approach to design and innovation, that ensures design outcomes are usable and relevant. (See Appendix 4, "MA in Design Research Program Content & Curriculum")

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

specified courses; specific to certain concentrations, streams or fields within the program, etc.)

See Appendix 4, "MA in Design Research Program Content & Curriculum, Section 2. List of Courses"

4.3 Comment on the anticipated class sizes.

There will be 10 students in each of the required core courses. These courses will be shared with 5 MDes students, for a total of 15 students. We project 6 students for the first intake in Fall 2022 and 10 at the steady state beginning Fall 2025 (See "8. Enrolment Projections").

4.5 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate or Graduate Academic Calendar.

See Appendix 4, "MA in Design Research Program Content & Curriculum, Section 4. Graduate Calendar copy"

5. Program Structure, Learning Outcomes and Assessment

The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated. With that in mind, and with explicit reference to the relevant degree level expectations, it would be useful to focus on what students in the program will know and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.

5.1 Program Learning Outcomes and Assessment

a) Provide the program learning outcomes along with a description of how these are appropriate and align with the relevant degree level expectations.

See Appendix 5. "MA in Design Research Learning Outcomes"

The MA in Design Research Program will share coursework with the Master of Design (MDes) Program (terminal degree). While students in the MA in Design Research Program work towards the production of new knowledge, their educational experience emphasizes the mastery of research skillsets albeit at an introductory level. The MRP acts as an entry point to the production of new knowledge, but does so within the very limited scope of one term. Given that the MDes thesis experience is a full 3-semsters, the MDes thesis is both an opportunity to test knowledge and contribute knowledge to the disciplinary canon.

In summary, the MA in Design Research Program outcomes work to: Reinforce Existing Knowledge, Introduce New Knowledge, Broaden Knowledge and Apply Knowledge in Design Research. The MDes Program includes the above outcomes, but the MDes thesis also demonstrates the application and mastery of knowledge. (See Appendix 6, "MA/MDes Learning Outcomes Map".) We plan to develop targeted communications for both programs to help applicants decide which program best suits their needs.

b) Describe how the program curriculum and structure supports achievement of the program learning outcomes.

See Appendix 6, "MA in Design Research/Master of Design Learning Outcomes Map"

For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s) for degree completion.

The MRP is fully supported by the course sequence. The program's scaffolding of knowledge has been thoroughly considered. Fall and Winter terms each include a research methods course which is coupled with a practicum whose focus aligns with the corresponding research methods course. Both the respective Fall and Winter methods and practicum courses are structured around experiential education, supported by a Theory & Criticism course* and electives that provide context and enhance student understanding. Students also participate in end-of-term public presentations in December and April, which act as summative experiences and opportunities for self-reflection. The Fall and Winter terms provide a structure for students to then to apply their knowledge by completing an independent but supervised MR Paper or MR Project in the Summer term. Students will be mentored on projects that consider the cultural, social, economic and sustainable impacts design has on society.

* We are proposing a change to the calendar description to reflect the current state of the field and more closely reflect the content of the course. (See Appendix 7)

For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

N/A

c) Describe how the program's achievement of its learning outcomes and student outcomes are documented and assessed. (See https://oucqa.ca/guide/assessment-ofteaching-andlearning-2-1-6-a-and-b/)

For the duration of coursework, students are assessed based on:
•   Grading System for Graduate Level Courses –
https://gradstudies.yorku.ca/currentstudents/regulations/courses-grading/#grading
•   Cumulative course standing adheres to the Academic Standing Policy –
https://gradstudies.yorku.ca/current-students/regulations/courses-grading/#academic.

Scaffolding of knowledge and progression from term to term is described above, in section 5.1 b). Details for assessment at each milestone is described below in section 5.1 d).

Post-graduation, assessment would occur through alumni surveys and interviews, with questions related to each of the outcomes. Feedback will be considered by the curriculum committee who will address areas of concern. The MA in Design Research Proposal is, in fact, a result of our understanding of the evolving industry need for designers to have some knowledge of design research.

For the MDes Program, the end of semester presentations have been good way to gauge course outcomes. As a result, we have continually made changes to the program based on demonstrated student performance.

d) Address how the criteria and methods for assessing student achievement, including evidence of achievement, are appropriate and effective relative to the program learning outcomes. In addition to the description, it may be helpful to provide a summary chart as laid out below.

Students are graded using project-specific grading criteria for individual projects. These criteria are aligned to the grading system set by the Faculty of Graduate studies. Aside from the normal evaluation that occurs in each course (by the course director), students participate in end-of-term presentations that ensure they progress through their coursework in a timely manner. The presentations allow for students to reflect on the work completed to date, which helps them narrow their potential MRP topic. At these presentations, students also receive constructive input from faculty and classmates.

For each program learning outcome, articulate the evidence of student achievement used and the methods and means by which the evidence will be collected:

Outcome	Evidence of Student Achievement
Understand the intellectual and technical tools, methods, theories and techniques of research in design	Engage in analysis and reflection expressed through written and visual works
Effectively assess where gaps are occurring within a system and identify a problem that can benefit from a design intervention	Develop relevant design research questions by considering specific contexts
Effectively explore and articulate the potential of research to achieve impact beyond the academic sphere	Situate design projects in real world contexts with consideration to people, their strengths and limitations and their activities
Demonstrate flexibility in the design, planning and management of complex research projects	Utilize iteration throughout the cyclical design process: Identify a problem, develop relevant design research/research questions choose appropriate methods, test/evaluate ideas and solutions and reflect on results
Demonstrate creativity, originality and initiative	Develop relevant design solutions that respond to current and future situations
Situate design within other disciplines	Engage in research from other disciplines in order to provide alternative viewpoints and/or content
Engage constructively in collaborative research	Contribute to collaborative projects with classmates and/or outside partners by assuming a meaningful role in the work
Set goals and managing time and resources effectively	Develop a plan for study within a given time frame, including realistic project and program milestones
Demonstrate sensitivity to the principles and policies of ethical research	Design projects and protocols to consider users and larger societal implications
Define a professional identity through self-reflection and informed by theoretical, social and cultural awareness	Develop individual topics and areas for research based the synthesis of personal interests and abilities and new knowledge gained through coursework
Effectively communicate the aims, methodologies and outcomes of research	Participate in end of term presentations/public presentation/exhibition

Coursework:

During Terms 1 and 2 students will complete 21 credits including: 2 studio, 3 seminar and 2 elective courses. Individual grading criteria for these courses follow the grading system set out by the Faculty of Graduate studies.

MRPs:

During the second term, students develop a proposal for an MRP (Major Research Paper or Major Research Project). Faculty in the program will review and discuss the proposals to establish the supervisory committee. Supervisors for each MRP must be approved no later than the end of the Winter term. Following program-specific requirements and processes, evaluation of the Major Research Paper will include a second reader/advisor, while Major research Projects will culminate in a public presentation and exhibition. All MRPs will be graded on a Pass/Fail basis.

Major Research Paper:

Completion of a MR Paper of 6500–7500 words and a public presentation. The paper demonstrates independence, originality, and substantial understanding of the area of investigation.

Major Research Project:

Completion of a MR Project presented and exhibited in a public forum. The design work demonstrates independence, originality, and substantial understanding of the area of investigation.

f) For graduate programs, indicate the normal full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program) including a description of how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period. Indicate if the program will be available on a part-time basis, and, if applicable, explain how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed on a part-time basis.

•   Normal, full-time time-to-completion: 3 terms

•   Students participate in end-of-term progress presentations that ensure they are progressing through their coursework in a timely manner. The presentations allow for students to reflect on the work completed to date, which helps them narrow their potential MRP topic. At these presentations, students also receive constructive input from faculty and classmates.

•   Part-time study: Unavailable at this time, but could be implemented at a future date.

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

The MA in Design Research Program will include both studies and studio courses. Design is a practice-based discipline. The majority of courses offered reflect experiential learning methods that reflect best practices employed in the design profession. To reinforce this learning, the main Fall and Winter term

studio courses are paired with research methods courses. The theories and techniques presented in the methods courses are reinforced in the parallel studio course. The open nature of these courses encourages students to pursue their respective individual interests. Faculty provide guidance that supports testing and developing research questions in order to help students meet their own project goals.

5.3 Experiential Education
Describe the experiential components of the program, if applicable. These may include a wide variety of options, including classroom-based activities, community-based learning, or internships and co-op placements. Describe how students are supervised and assessed when participating in experiential education activities outside of the classroom.

Design is inherently a practice-based discipline. Most design courses are structured as experiential studio courses. That being the case, the proposed MA in Design Research includes at minimum, four studios courses, and if desired, one additional studio course through their two elective requirements. Only the required Theory and Criticism seminar is a non-experiential learning course.

The Fall term research activities involve experiences in research-creation: testing the limits of the discipline, probing possibilities in what constitutes design and its place in society. The Winter term research activities involve human-centred evaluation, analysis and iterative design/prototyping.

From time-to-time, students coursework may include a community or industry partner. This will allow them to experience how design research can contribute to real-life contexts.

6. Admission Requirements

6.1 Describe the program admission requirements, including the language proficiency requirements.

Eligibility for admission to the MA in Design Research Program requires the following:

1. Four-year undergraduate honours degree or equivalent in design or a design-related field. Persons without a design-related degree but whose experience is in some way related to design as demonstrated in the portfolio, may be considered.
2. At least a B standing
3. Design/Case Study portfolio: The portfolio should include between ten and fifteen (10– 15) pieces. For applicants without a design-related degree but have some design experience and other related experience, submit a portfolio of 3–4 case studies that demonstrate involvement in design projects, e.g. papers, reports or other written and visual material, and clearly identify your role in these projects.
4. Statement of interest/intent about your motivation to study in the program (500-750 words)
5. Curriculum vitae
6. Three letters of recommendation
7. Transcripts
8. Demonstration of English proficiency for students whose first language is not English

Provide a brief explanation how these requirements are appropriate for the achievement of the program learning outcomes.

The MA in Design Research Program is research-based program that assumes students are proficient in studio practice. The admission requirements reflect the need for applicants to have demonstrated design skills, as these are necessary to engage meaningfully in the studio courses.

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience. c

Applicants that do not meet the stated educational requirements but show exceptional promise through their experience, portfolio, and written statement may be recommended for admission to the Faculty of Graduate Studies.

7.   Resources

This section provides a description of the resources available to support the delivery of the program and support of students' achievement of the program learning outcomes.   In addition to the descriptions, the three tables at the end of this section provide evidence of the above.

The MDes Program has been running since 2005 in a multipurpose studio space in the Victor Dahdaleh Building. At the current time, we have 8 full-time faculty and a graduate program assistant to support students. We do not require additional resources because coursework will be shared between the MA in Design Research Program and the existing MDes Program.

7.1 Describe the on the areas of strength and expertise of the faculty who will actively participate in delivering and further developing the program, focusing on their current status and ability to foster a robust intellectual climate.

See *Table 1 – Listing of Faculty* below for a list of faculty expertise.

Describe plans to provide further resources that may be necessary to implement and/or sustain the program.

No additional resources are required.

When the MDes Program is in session, we have access to a part-time Graduate Program Assistant (GPA), 3 days per week. Because the MDes is currently on pause, the GPA has been assigned to an additional 3 graduate programs in the Department of Computational Arts. While her workload for our program has been reduced for the MDes Program owing to its intake pause, the additional work for Computational Arts has substantially increased her workload. We ask for assurance that we will be adequately supported when the MDes Program resumes an intake and the MA in Design Research Program commences. And we will need assurances that the GPA is supported with respect to the increase in workload she will experience with respect to our graduate programs.

For graduate programs, the program-specific appointment criteria should be included as an appendix. The submission of CVs is described in section 10.

The Department of Design follows the FGS Appointment Criteria, with these additional requirements:

• Full time, tenure stream faculty are appointed as Associate Members; continuing, renewable appointments

• Adjunct members are appointed with the approval of the GPD (for Advisors, examining committee members) and only for the duration required

• Instructor members were appointed with approval of the GPD (only for CUPE 2 P/T faculty teaching an MDES course); appointed only for the term they were teaching in

7.2. Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.

No retired faculty are involved with the program.

7.3 Where applicable, identify major laboratory facilities/studio space/equipment that will be available for use by undergraduate and/or graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

See 7.4 and 7.5 below.

7.4 Describe the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students, including the availability of common rooms for faculty and graduate students, administrative space. If applicable, describe any commitments/plans for the next five years.

The graduate space includes a dedicated large studio/seminar and exhibition space, two dedicated adjoining studios, and a printing room with a colour laser printer B&W laser printer, medium format Epson inkjet printer and large format scanner space. Students and faculty have access to a User Testing Lab, located in an inner room in the graduate space. The testing lab is equipped with a computer, suspended camera mounts, large monitor. The two way mirror from the classroom and and adjoining observation room allow for demonstrations of user testing and for researchers to observe participants during actual testing sessions, Students also have access to the departmental Fabrication Lab (See 7.5).

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

Each student will share a dedicated studio space, shared desks and locking file cabinets. All masters students are located in a lockable studio space. Students have access to the departmental Fabrication Lab which is equipped with:
• 3D printers
• Laser engraver/cutter

- Wide format ink-jet printers
- Colour and B&W laser printers
- 2 colour Risograph printers
- Vinyl printer/cutter
- Book binding equipment
- Wazerjet water jet cutter
- Heat press
- Vacuum form maker
- Cutting tables

7.6 Describe how the available resources will support the anticipated class sizes and supervision of any experiential education activities.

Class sizes at full capacity will be 10 MA students and 5 MDes students. The studio/seminar/exhibition and the User Testing Lab space will easily accommodate studio and user testing activities. The two adjoining studios can be used for activities requiring a "quiet space" for students to work on their projects.

7.7 For graduate programs, indicate financial support that will be provided to master's and/or PhD students, including eligibility requirements and how this support will be sufficient to ensure adequate quality and numbers of students.

Financial support (Funding) is expected to be in line with other AMPD masters programs that share a regulated tuition fee.

NOTE: OCAD University's graduate design programs and Ryerson University's MDM degree are offered with the provincially regulated tuition fee. In order to be a viable and competitive program, we request that the MA in Design Research tuition be set at the regulated fee for a York University research graduate program. The current fee/funding for the MDes Program has, until now has been differentiated. As of March 2021, we have confirmation of a change in MDes tuition fees and funding (from a differentiated fee and funding package that covers the tution) to fees and funding in line with other departments in AMPD. We are requesting the regular tuition/funding for the MA in Design Research Program Given that the two programs will share coursework, it is essential for the MA in Design Research Program tuition fees and funding are aligned with the MDes Program tuition fees and funding.

Describe on how supervisory loads will be distributed, as appropriate. Special attention should be paid to supervisory capacity for new PhD programs.

Supervision will be partly based on faculty expertise as well as an equitable division of supervisory roles. One of the criteria used to evaluate applicants to the MA in Design Research program will be the availability of a supervisor to mentor a student's research interests.

7.8 Indicate whether the new program is intended to be funded or to be a full-cost recovery program.

Funded.

7.9. Describe other indicators of the quality of the program that may not have been covered above.

N/A

Table 1 – Listing of Faculty

For graduate programs: **Identify all full-time faculty, retired faculty, adjuncts and contract instructors who will be appointed to and who will actively participate in delivering the program, as follows**:

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)		
			Area/Field 1	**Area/Field 2**	**Area/Field 3**
Associate Members					
David Cabianca	Design	Yes	*typeface design*	*contemporary graphic design*	*issues of representation and disciplinary conflict*
Shital Desai	Design	Yes	*interaction design, human centred design*	*design research, embodied intuitive interaction*	*assistive technology, technology to support aging and cognitive impairment, designing for children*
Sandra Gabriele	Design	Yes	*user-centred design, human computer interaction*	*patient safety, security and privacy*	*typography (legibility and readability)*
David Gelb	Design	Yes	*interactive design*	*user-centred research, user interface design*	*mobile interface design, technologyenhanced learning*
Jan Hadlaw	Design	Yes	*design and 20th century modernity*	*design and nationalism*	*history of media*
Angela Norwood	Design	Yes	*reciprocal design: decolonizing design knowing*	*information design*	*social, cultural and cognitive aspects of wayfinding and signage systems*
Gabriel Schaffzin	Design	Yes	*design studies*	*design and disability*	*information design*
Paul Sych	Design	Yes	*typographic works in print*	*branding, public art*	*motion graphics and broadcast design*

Wendy Wong	Design	Yes	*design history*	*design for social impact*	*transnational studies, eLearning, comics history*
Michael Longford	Compu-tational Arts	No			
Members Emeriti					
Wojtek Janzack	Design	Yes			
Don Newgren	Design	Yes			
David Scadding	Design	Yes			
Adjunct Members					
None, currently					
Instructor Members					
None, currently					

Full Members hold a tenure-track/tenured position at York University. They are eligible for the full range of teaching, examination and supervisory activities, including principal supervision doctoral dissertations.

Associate Members hold a tenure-track/tenured or contractually limited position at York University. They may be eligible for the full range of teaching, examination and supervisory activities, excluding principal supervision doctoral dissertations. They may serve as a co-supervisor of doctoral dissertations on the condition that the other co-supervisor is a full member of the graduate program.

Members Emeriti may be eligible to act as co-supervisor of doctoral dissertations and as the principal or as a co-supervisor of master's theses; may serve on supervisory and examining committees, and; may teach graduate course courses (including supervision of Major Research Papers/Projects).

Adjunct Members hold academic or professional positions external to York University, but whose academic and/or professional expertise is relevant to the graduate program in question. Adjunct members may be eligible to serve on supervisory committees but normally may not act as principal supervisor or co-supervisor of doctoral dissertations or master's theses. Adjunct members may be eligible to serve on examining committees but may not act as the Chair of or Dean's representative.

Instructor Members are eligible to each a specific graduate course or courses, based on program need and the members' academic and/or professional expertise. The appointment is coincident with the terms over which the graduate course(s) is/are taught.

Primary Graduate Program: An individual may be appointed to more than one graduate program, in which event they shall designate one of the programs as their primary graduate program. Although this designation is intended to signify an individual's principal, but not exclusive, commitment in relation to

graduate supervision, teaching and service, a faculty member may shift their principal commitments over the course of their career.

Table 2 – Graduate Supervision

*For graduate programs***: Identify the supervisorships of master's major research papers/projects (MRP), master's theses, doctoral dissertations, and post-doctoral students (PDF) by each faculty member who will be appointed to the proposed program completed within the past eight years and currently in progress.**

(compiled from 2012 to present)

Faculty Member	Completed (within past eight years)				In Progress			
	MRP	**Thesis**	**Dissertation**	**PDF**	**MRP**	**Thesis**	**Dissertation**	**PDF**
Associate Members								
David Cabianca		8						
Shital Desai		6				5		
Sandra Gabriele		6				1		
David Gelb		5				1		
Jan Hadlaw		2				1		
Angela Norwood		8				1		
Gabriel Schaffzin		2						
Paul Sych		1						
Wendy Wong		7						
Members Emeriti								
David Scadding		1						
Others, appointed, when necessary								
Adjunct Members								
Appointed, when necessary								

Table 3 – Research Funding Received by Faculty

For graduate programs: **Identify the research funding received for each of the past eight years by members who will be appointed to the proposed program. This table is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table. Major equipment grants, which provide important resources for the work of faculty and students, may be listed separately.**

	Source			
Year	**Tri-Council**	**Other Peer Adjudicated**	**Contracts**	**Institutional**
2011-2013	SSHRC Standard Research Grant ($150,650)			
2013 - 2017		Australian Postgraduate Award (84,000 A$)		
2013-2017		QUT Excellence Scholarship, (15,000 A$)		
2013-2020	SSHRC Partnership Grant ($3,541,303)			
2014-2015		Design Research Society (UK) Research Grant ($500 GBP)		
2014-2015		Council of Ontario Universities ($72,000)		
2015-2016		Council of Ontario Universities ($60,000)		AIF ($99,400)
2015		Hong Kong Arts Development Council (S14,000)		
2016-2017				AIF ($77,510)
2017-2018				AIF ($100,000)
2018-2019		AGE-WELL Fellowship ($75,000 CAD)		
2018-2019		AGE-WELL Catalyst grant, Canada ($50,000 CAD)		

2018-2019				AIF ($100,000)
2019 – 2020				Academic Innovation Fund (AIF) Category II grant ($5,000 CAD)
2019-2020				AIF ($100,000)
2019–21	SSHRC Insight ($51,000)			YUFA Leave Fellowship Grant ($6,000)
2020 - 2022	CIHR Operating Grant: COVID-19 ($446,912 CAD)		-	
2020 - 21	SSHRC Explore grant ($3,850 CAD)	TD Community Engagement Catalyst grant ($5,000)		YUFA Travel Grant, AMPD ($1000 CAD)
2020 - 21		VISTA Research grant, Canada First Research Excellence Fund (CFREF, 2016-2023) ($50,000 CAD)		Minor Research Development Grant, AMPD ($2,500 CAD)
2020 - 21				YUFA Teaching Learning Development Grant ($2,100 CAD)
2020-2021				AIF ($100,000)
2020				York University, SSHRC Explore Grant, ($1,925.00)

8. Enrolment Projections

8.1 Indicate the anticipated implementation date (i.e. year and term of initial in-take), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when steady-state will be achieved.

The first intake of students will be Fall 2022.

	2022	2023	2024	2025	2026
Domestic	5	7	8	9	9
International	1	1	1	1	1
Total Students	6	8	9	10	10

☐   steady-state

9. Support Statements

Support statements are required from:

•   **relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program**

See attached.

•   **Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program**

See attached.

•   **University Librarian confirming the adequacy of library holdings and support**

See attached

•   **University Registrar confirming the implementation schedule and any administrative arrangements**

•
See attached.

•   **relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate**

Because the coursework is shared with an existing program (Master of Design Program), the courses are already in place. The approval of this proposal will have no impact on other academic units or programs in AMPD and no duplication or overlap within the wider University. Further consultation is unnecessary.

•   **professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate**

N/A

Memo

To: Review Committee

From: Sarah Bay-Cheng, Dean

S. Bay-Ch

cc:

Date: 24 November 2020

Subject: Masters of Design Research – New Program Proposal

I write with enthusiastic support for the proposed creation of a new Masters of Design Research (MADR) program to be offered in the Department of Design in addition to the current Masters of Design (MDes). The proposed program not only aligns well with the Department of Design's existing areas of excellence, but also with the current AMPD strategic plan and the University Academic Plan (UAP).

As noted in the proposal, recent changes in Design practices increasingly emphasize the centrality of research principles and processes. As the discipline has moved toward an emphasis on users and human-centred design that now engages dynamic interactions across social interactions, as well as entanglements within biological, digital and structural systems. With a distinct emphasis on multi-sensory and inclusive practices, novel design practices require more robust research skills and development. These disciplinary shifts are reflected in the emergence of international programs offering programs specifically focused on design research as both a process and practice. As a leading professional design program housed within a research university, Design at York is uniquely well positioned to offer the first such program in Canada.

Consultations with industry representatives and leading international schools of design confirm this direction as a needed but yet unmet contribution to Canadian post-secondary education. The Department has consulted widely in the planning of the program. In addition to surveys of its own students and alumni, faculty in Design have consulted with colleagues across Canada, the US, and the EU. Following this guidance, the Department has crafted a program that will appeal to undergraduate students – prospective and currently enrolled – and will serve both academic and professional needs by leveraging the resources of a research university and proximity to transdisciplinary engagements across the arts, humanities and social sciences.

MADR clearly aligns with both AMPD's strategic priority of connecting "imagination and industry" and with the UAP's priorities: *Knowledge for the Future*; *21st-Century Learning*; *Advancing Global Engagement*. As a discipline dedicated to problem-solving and the human experience within systems, the MADR serves York University's commitment to advancing the United Nations Sustainability Development Goals (SDGs). Indeed, at the core of every SDG are

YORK U

UNIVERSITÉ
UNIVERSITY

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ampd@yorku.ca
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fundamental design challenges: how can global societies rethink their processes and practices to the wider benefit of societies.

Because of its timely focus and relevant course offerings, the program will appeal to a broad diversity of prospective students, including design professionals looking to deepen their research skills, as well as to undergraduate students in the BDes who will be able to expand and enrich their education with advanced research skills. It is expected that this option will provide addition incentive to prospective students considering the BDes at York. Moreover, its explicit engagement across diverse disciplines will ensure that the MADR will maximize the existing resources.

The MADR program structure complements the MDes program well by drawing on a shared curriculum and facilitating a shared cohort between the MADR and MDes. The size and timing of both programs with distinct outcomes will allow for appropriate supervision within the current faculty complement and can be met within current resources for graduate and faculty support. The robust resources of York's libraries, including archives and circulating collections, as well as connections among programs in AMPD and across the University will support the learning objectives of this proposed program and ensure that the MADR students can take full advantage of research opportunities at York.

For all of these reasons, I am fully in support of the proposed program.

Memo

To: Review Committee

From: Sarah Bay-Cheng, Dean

S. By-Cg

Date: 28 April 2021

Subject: Masters of Design Research – New Program Proposal

I write with enthusiastic support for the proposed creation of a new Masters of Design Research (MADR) program to be offered in the Department of Design in addition to the current Masters of Design (MDes). The proposed program not only aligns well with the Department of Design's existing areas of excellence, but also with the current AMPD strategic plan and the University Academic Plan (UAP). Having reviewed the external evaluation of the program, I am satisfied that program effectively responds to the recommendations of the reviewers and meets the current and anticipated needs of emerging designers and those looking to advance in the profession.

As noted in the proposal, recent changes in Design practices increasingly emphasize the centrality of research principles and processes. As the discipline has moved toward an emphasis on users and human-centred design that now engages dynamic interactions across social interactions, as well as entanglements within biological, digital and structural systems. With a distinct emphasis on multi-sensory and inclusive practices, novel design practices require more robust research skills and development. These disciplinary shifts are reflected in the emergence of international programs offering programs specifically focused on design research as both a process and practice. As a leading professional design program housed within a research university, Design at York is uniquely well positioned to offer the first such program in Canada.

Consultations with industry representatives and leading international schools of design confirm this direction as a needed but yet unmet contribution to Canadian post-secondary education. The Department has consulted widely in the planning of the program. In addition to surveys of its own students and alumni, faculty in Design have consulted with colleagues across Canada, the US, and the EU. Following this guidance, the Department has crafted a program that will appeal to undergraduate students – prospective and currently enrolled – and will serve both academic and professional needs by leveraging the resources of a research university and proximity to transdisciplinary engagements across the arts, humanities and social sciences.

MADR clearly aligns with both AMPD's strategic priority of connecting

"imagination and industry" and with the UAP's priorities: *Knowledge for the Future*; *21st-Century Learning*; *Advancing Global Engagement*. As a discipline dedicated to problem-solving and the human experience within systems, the MADR serves York University's commitment to advancing the United Nations Sustainability Development Goals (SDGs). Indeed, at the core of every SDG are fundamental design challenges: how can global societies rethink their processes and practices to the wider benefit of societies.

Because of its timely focus and relevant course offerings, the program will appeal to a broad diversity of prospective students, including design professionals looking to deepen their research skills, as well as to undergraduate students in the BDes who will be able to expand and enrich their education with advanced research skills. It is expected that this option will provide addition incentive to prospective students considering the BDes at York. Moreover, its explicit engagement across diverse disciplines will ensure that the MADR will maximize the existing resources.

Further, I support the revisions made in response to the external evaluation, specifically their proposal to align the tuition fees for the proposed MADR with the MDes. I can also confirm that the recommendations for interdisciplinary opportunities can be met through existing collaborations within AMPD and beyond, including the ORU Sensorium Centre for Digital Art+Technology, as well as intersections and alignments with other programs across AMPD, as well as a history of collaborations with colleagues in Education, Health, LA&PS, among others.

The reviewers also point to potential concerns regarding the intersections and distinctions between the current MDes program as a terminal, professional degree and the MADR. I have reviewed the response to the anticipated challenges and the relevant sections in the program brief. These concerns have been effectively addressed and I note that the MADR program structure complements the MDes program well by drawing on a shared curriculum and facilitating a shared cohort between the MADR and MDes, while differentiated through the intended outcomes and products from the program. The size and timing of both programs with distinct outcomes will allow for appropriate supervision within the current faculty complement and can be met within current resources for graduate and faculty support. The robust resources of York's libraries, including archives and circulating collections, as well as connections among programs in AMPD and across the University will support the learning objectives of this proposed program and ensure that the MADR students can take full advantage of research opportunities at York.

For all of these reasons, I am fully in support of the proposed program.

Memorandum

OFFICE OF THE PROVOST & VICE-PRESIDENT ACADEMIC

9TH FLOOR KANEFF TOWER
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5280

To: Brenda Spotton Visano, Chair, Senate APPRC

Cc: Lyndon Martin, Vice-Provost Academic
            Sarah Bay-Cheng, Dean, School of the Arts, Media, Performance & Design

From: Lisa Philipps, Provost & Vice-President Academic

Date: January 20, 2021

Subject: Initial letter of support for Master of Design Research

---

I have now had the opportunity to read the program proposal for the Master of Research Design and the enthusiastic letter of support from the Dean of the School of Arts, Media, Performance and Design.

This is an innovative program that will offer students an option that complements the professional Master of Design that is already well established at York. The strength of our faculty members in these areas is significant.   I note that the program and the Dean have outlined industry need for such a program. The proposal also provides some data to support the claim that student demand would be sufficient to warrant the development of this new program.

I am pleased to signal my support with this initial letter and look forward to the report and recommendations of the external reviewers in the new year.

Memorandum

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

9th floor, Kaneff Tower
4700 KEELE ST.
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T 416 736 5280
provost@yorku.ca
yorku.ca

To: Chloe Brushwood-Rose, Chair, ASCP; Brenda Spotton Visano, Chair, APPRC

CC: Sarah Bay-Cheng, Dean, AMPD; Lyndon Martin, Vice-Provost Academic

From: Lisa Philipps, Provost & Vice-President Academic

Date: May 4, 2021

Subject: Master of Arts in Design Research, AMPD

I have reviewed the proposal and external evaluation for the proposed Master of Arts in Design Research in the School of the Arts, Media, Performance & Design, and offer my full support for this distinctive new program.

The MA in Design Research will be the first one-year (three-term) Master's degree in Canada that focuses on human-centred research methods for the fields of graphic and communication design, an area in demand by employers in the field and by prospective students. I commend colleagues in Design on the thorough research and consultation they undertook to create a program that builds on their strengths and responds nimbly to emerging student, professional and labour market needs. This research-based program will be offered alongside an existing MDes and will thus be able to make use of existing resources within the Department of Design. The facilities already are in place for this new degree and incoming students will work alongside MDes students to maximize access to faculty and existing courses.

This program supports the priorities of the University Academic Plan in its engagement of Knowledge for the Future, 21st Century Learning, and Advancing Global Engagement. It particularly supports the commitments in the UAP to "offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers," and to cultivate "lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge."

I concur with the strong support expressed by Dean Sarah Bay-Cheng and with the revisions made following external review. I eagerly anticipate the roll-out of this new MA in Design Research and look forward to welcoming its first cohort of students in 2022.

DIVISION OF STUDENTS

Office of the University Registrar

Darran A. Fernandez
University Registrar

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

December 8, 2020

To: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposal for Master of Arts in Design Research Program

The proposal for the new Master of Arts in Design Research Program in the Department of Design has been reviewed by the Office of the University Registrar.

We support the establishment of this program and look forward to working collaboratively with the Department of Design and the School of the Arts, Media, Performance and Design on the implementation details in support of their requirements.

Sincerely,

Darran Fernandez

cc
York University

Appendix 1 – Program Comparisons

MASTERS DEGREE REQUIREMENT COMPARISIONS

	PROGRAM	DEGREE	CORE CREDITS	ELECTIVES	TOTAL NUMBER OF CREDITS	DEGREE COMPLETION COMPONENTS	LENGTH OF PROGRAM	NOTES	WEBSITE
	TORONTO								
York University AMPD	Design	MDes	15 credits	6 credits	21 credits	Project based thesis, with support paper, Oral exam	5 terms	Common coursework with MA	https://design.gradstudies.yorku.ca/
	Design Research	Proposed MA	15 Credits	6	21 credits	Major Research Project or Major Research Paper	3 terms	Common coursework with MA	
	Visual Arts	MFA	18 credits	no	18 credits	Thesis support paper 5,000-8,000 words), exhibition, oral exam	5 terms	Some of the coursework shared with the PhD program	https://visual-arts.gradstudies.yorku.ca/files/2019/08/Handbook-2019.pdf?x80087
	Art History	MA	21 credits	no	21 credits	Research paper 35-50 pages*	5 terms	Must enrol in Non-credit Research and Professional Practices Seminar, 6000. 00 & Non-credit Major Research Paper Seminar, 6010 0.0	https://arthistory.gradstudies.yorku.ca/degree-requirements/
	Digital Media	MA/MSc	12 credits	6 credits	18 credits	Major Research Project/Paper	5 terms	Must enrol in Non-credit MA/MSc MRP Research course	https://digitalmedia.gradstudies.yorku.ca/current-students/degree-requirements/
	Theatre and Performance Studies	MA	12, 18 or 24 credits or 24 credits	no	12, 18 or 24credits	Thesis 100 - 120 pages or MRP 40-50 pages or a creation-based performance and a support paper of approx. 25 pages or 24 credits of coursework	3 terms		https://theatre-studies.gradstudies.yorku.ca/ma-in-theatre-studies/
	Communication & Culture	MA	18 credits	9 credits	27 credits	Research paper 50 - 75 pages	5 terms	There is also an option to complete by Thesis or Project. Both options require a total of 24 credits & a thesis paper of 100-120 pages or project with a supporting project paper of 30 pages	https://cmct.gradstudies.yorku.ca/ma-degree-requirements/
Other Faculties/ Departments	**Nursing**	**MScN**	**15 credits**	**3 credits (inside Nursing)**	**18 credits**	**not clear on their website but can be completed by thesis or coursework only**	**6 terms**	**Must enrol in Non-Credit Thesis course and Non-credit Colloquium course**	**https://nursing.gradstudies.yorku.ca/degree-requirements/**
	Sociology	**MA**	**18 credits**	**no**	**18 credits**	**Research Review Paper (RRP) 10,000 - 12,500 words**	**3 terms**	**Students must also complete a Research Review Paper Proposal of 1,250 - 2,500 words**	**https://sociology.gradstudies.yorku.ca/ma/**
OCAD University	Interdisciplinary Master's in Art, Media and Design	MA	7 credits	1 credit	8 credits	Academic master's thesis accompanied by a creative project	5 terms		https://www.ocadu.ca/academics/graduate-studies/art-media-design-masters
	INTERNATIONAL								
Bern University of the Arts, Bern, Switzerland		2 MA Degrees, sharing coursework, specialization declared							
	Design Entrepreneurship	MA	45 credits (90 ECTS)	no	45 credits (90 ECTS)	coursework only	3 terms	Courses consist of 1.5-, 3-, 4-day modules	Diplomkatalog 2018 HKB / MA Design https://issuu.com/hkbmacommunicationdesign/docs/05_mades_diplomkatalog2018
	Design Research	MA	45 credits (90 ECTS)	no	45 credits (90 ECTS)	coursework only	3 terms	Courses consist of 1.5-, 3-, 4-day modules	https://www.hkb-ma-design.ch/en/home-118.html https://www.hkb.bfh.ch/en/studies/master/design/
School of Visual Arts, New York, USA	Design Research	MA	30 credits	no	30 credits	coursework only	2 terms		https://designresearch.sva.edu/program/
Canterbury Christ Church University, Canterbury, UK	Media, Art and Design by Research	MA	no	no	no	no coursework - 2 modes – either written thesis, 25,000 words or a body of creative practice and paper, 5,000 to 10,000 words	12 months		https://www.canterbury.ac.uk/study-here/courses/postgraduate/media-art-and-design-by-research-20-21.aspx
University of Huddersfield, Huddersfield, UK	Art and Design (MA by Research)	MA	no	no	no	a short thesis of around 25,000 words and examination or portfolio and written components. Supervisory team decides percentage equivalents between elements.	12 months	This can lead to application to the PhD program	https://courses.hud.ac.uk/2021-22/full-time/postgraduate/art-and-design-ma-by-research
University of Wolverhampton, Wolverhampton, UK	MA by Research in Art & Design	MA	no	no	360 credits	no courrsework, 2 tracks: 1) Practical Submissions (Practice Portfolio and Written Case Study) 2) Contextual Submissions (Dissertation)	12 months, full-time 24 months part-time	Divided into modules.	https://www.wlv.ac.uk/courses/ma-by-research-art-and-design/
Royal College of Art London, UK	Master of Research Communication Design Pathway	MA	120 credits	no	180 credits	coursework, 5 courses, personal research project, thesis or practice route	12 months		https://www.rca.ac.uk/study/programme-finder/communication-design-pathway-mres-rca/#overview

this includes foot/end notes, acknowledgements, bibliography and list of illustrations

Appendix 2 – Alumni Survey
 Appendix 3 – Undergraduate Student Poll

These appendices excised for Senate. Available upon request.

Appendix 4 – MA in Design Research Program Content & Curriculum

MA in Design Research Program Content & Curriculum

1. Program Requirements:

Students must complete five 3.0 credit MA in Design Research core courses.
Students are required to take two electives. One of which must be in taken outside Design in support of their MRP. Students must complete a MR Paper or a MR Project, documented and presented in a public forum.

2. List of Courses:

CORE COURSES

Fall (Term 1)

GS/MDES 5108 3.0 - Design Studio: Culture and Criticism

Structured around disciplinary and cross-disciplinary inquiry, critical engagement and transformation of received knowledge, this studio course introduces students to graphic design practice as a mode of cultural engagement and criticism. This practice-based studio combines faculty-directed reading with assigned and student-defined design projects. Selected readings may vary with instructor but will continue to support the aims of the course. *Prerequisite: Registration in the Graduate Program in Design or permission from the Graduate Program Director.*

GS/MDES 5101 3.0 - Design Theory and Criticism

This course takes as a basic tenet design's situatedness in a broad range of historical, cultural and social contexts. Students are asked to explore these contexts through in-depth critical analyses of both textual and visual works, culminating in the production of an original piece of scholarship and/or creative output. Students will explore the design studio's implication in the conceptualisation and construction of normative users and viewers through a variety of lenses including design justice, disability and design, autonomous design, and the marginalised subject as a whole.

GS/MDES 5107 3.0 - Research Methods for Disciplinary Experimentation in Design

Students will explore various research methods with the goal of identifying a problem or issue that will become the basis of a potential MRP topic. Students will be expected to formulate a viable hypothesis, bibliography, and plan of action. This practice-based studio combines faculty-directed reading with assigned design projects. Selected readings may vary with instructor but will continue to support the aims of the course.

Winter (Term 2)

GS/MDES 5109 3.0 - Design Studio: Users and Information

Structured around user-centred strategies with information design as the intermediary between humans and their actions, this studio course introduces students to graphic design practice as a reflection of user-engaged production. This practice-based studio combines faculty-directed readings with assigned and student-defined projects. Selected readings may vary with instructor but will support the aims of the course. *Prerequisite: GS/MDES 5108 (3.0) or permission from the Graduate Program Director.*

GS/MDES 5104 3.0 - User-Centred Design Research Methods

This course introduces students to a range of user-centred methodologies and strategies for research in design. Students will develop research questions, write a literature review and research proposal and will have the opportunity to engage in the research process through discussion of readings, assigned projects, papers and presentations. Selected readings may vary with instructor but will support the aims of the course.

TWO REQUIRED ELECTIVE COURSES

Elective courses are meant to strengthen the theoretical and conceptual area(s) of each candidate. These elective courses can be chosen from a select list of MDES courses Design or other Graduate Programs in the university. Because a greater understanding of a theoretical area of study leads to subtler and more complex studio work, these courses will inform the development of the candidate's MRP production. To that end, students are encouraged to fulfill their elective requirements in subjects outside of design.

MDES ELECTIVES, offered by the
Department of Design

Only one elective may be chosen from:

GS/MDES 5402 3.0: Type in Motion
Explores the storytelling abilities of motion design for broadcast and cinema using the temporal and sequential aspects of typography, image and sound. Work is created using both analog and digital methods, and is deliberately focused on using experimental techniques and graphic means to make graphic communication. *Integrated with undergraduate course FA/YSDN 4002 3.0*

GS/MDES 5403 3.0: Advanced Topics in Interactivity
An advanced investigation into systems-intuitive and learned-that support human activities via interactive communication and distribution networks. An understanding of these communication/distribution methods working in reciprocal fashion from users to the computer and back, is presented. *Integrated with undergraduate course FA/YSDN 4003 3.0.*

GS/MDES 5404 3.0: Design Studies Seminar
A small class research and writing intensive seminar intended for students with a special interest in Design Studies. Students develop individual writing projects on a commonly agreed-to theme with the goal of disseminating via publication or conferences. *Integrated with undergraduate course FA/YSDN 4105 3.0.*

GS/MDES 5405 3.0: Book Design
Offers an advanced level practicum course that explores the structuring of bound, print-oriented, long text information documents. The history, anatomy, and structural dynamics of the book are examined, and the contemporary private and commercial press/publishing process of the printed book is investigated. *Integrated with undergraduate course FA/YSDN 4005 3.0.*

GS/MDES 5407 3.0: Corporate Identity Design
Focuses on the design of a corporate identity system for an organization. The system will involve the design of graphic identifiers, typography, selected applications and supporting documents. *Integrated with undergraduate course FA/YSDN 4007 3.0.*

GS/MDES 5408 3.0: Data Visualization Design
Explores the affordances of both print and digital media for the application of information design principles and methodologies introduced and developed in earlier courses. This course will take an intra-disciplinary (print, interactivity, time-based, environmental) approach to researching and developing a comprehensive presentation of a site to be determined by each section. *Integrated with undergraduate course YSDN 4008 3.0.*

GS/MDES 5409 3.0: Building a Discipline
Examines graphic design as a number of themes. It does not use writings on graphic design for study, but rather uses primary sources to enter territories conventionally used reserved for literary theory, philosophy, psychoanalysis, cultural studies and linguistics. *Integrated with undergraduate course YSDN 4110 3.0.*

GS/MDES 5411 3.0: East Asian Design History
This blended, web-enhanced course focuses on the history of twentieth century East Asian design and material culture in the contemporary context of globalization in transnational perspectives. In East Asia, the development of "modern" design histories began with cultural translation through Western culture in the late nineteenth century. The term "design" itself raises complex questions that are currently under investigation, reflecting an interest in cultural translation and transnational studies within postcolonial studies. This course will explore how modern design in East Asia has been adapted, practiced, theorized and discussed as an interactive process between heritage rich cultures of East Asia and modernism in the West. We will examine the terminology of "design" in the East Asian context, key designers and their works, movements, and definitions and developments - oriental modernity, nationalism and political ideology - within regional and international design
frameworks. Through this examination, students will explore the significance of the connections between design artifacts and everyday life. This course will stimulate a transnational and Interdisciplinary understanding of material culture in the age of globalization by reflecting on theist, present and future of East Asian design. *Integrated with undergraduate course FA/YSDN 4111 3.0.*

GS/MDES 5412 3.0: Design Management
Examines the theories and practice of design management in contemporary organizations. Through case studies and presentations by visiting speakers, students learn to construct practical working models of management systems. Projects require students to demonstrate investigative, analytical, organizational and business-oriented communication skills. Prerequisite: Third or fourth year standing in the BDes program or permission of the Department of Design. Note: For students not in the BDes program, compulsory and voluntary supplementary fees apply. Integrated with GS/MDES 5412 3.0.

GS/MDES 5414 3.0: Interactive Objects and Environments
Introduces students to theories and practices of communication design for interactive environments. Interaction scenarios and user experiences will be explored through alternative interfaces using sensors, and other inputs to control projected video, graphics, and sound. *Integrated with undergraduate course FA/YSDN 4009 3.0.*

3. Required core courses are only offered within the Graduate Program in Design at the 5000 level**.** All courses will be completed at the graduate level.

4. Graduate Calendar copy:

DEGREE REQUIREMENTS

The MA in Design Research degree requires the equivalent of three terms of full-time study.
Master of Arts in Design Research by MRP

1. Courses: Students **must** successfully complete a total of **21 credits**:

Design 5101 3.0: Design Theory and Criticism
Design 5104 3.0: User-centred Design Research Methods
Design 5107 3.0: Disciplinary Research Methods in Design

Design 5108 3.0: Design Studio: Culture and Criticism
Design 5109 3.0: Design Studio: Users and Information

2. Two elective courses (normally completed by the end of the second term): in order to encourage the development of an individual program of study, each student must select and successfully complete two electives.

Elective requirements are satisfied by courses chosen from among the offerings of other graduate programs at York University (with permission from both programs), or from the list of Graduate Program in Design elective courses.

Only **one** elective may be chosen from:
Design 5402 3.0: Type in Motion
Design 5403 3.0: Advanced Topics in Interactivity
Design 5404 3.0: Design Studies Seminar
Design 5405 3.0: Book Design
Design 5407 3.0: Corporate Identity Design
Design 5408 3.0: Data Visualization Design
Design 5409 3.0: Building a Discipline
Design 5411 3.0: East Asian Design History
Design 5412 3.0: Design Management
Design 5414 3.0: Interactive Objects and Environments

3. Major Research Paper/Project
Students must complete: a MR Paper of 6500–7500 words, presented in a public forum OR a MR Project, documented and presented in a public forum.

Appendix 5 – MA in Design Research Program Learning Outcomes

Master of Arts in Design Research
Program Learning Outcomes

Outcome	Evidence of Student Achievement
Understand the intellectual and technical tools, methods, theories and techniques of research in design	Engage in analysis and reflection expressed through written and visual works
Effectively assess where gaps are occurring within a system and identify a problem that can benefit from a design intervention	Develop relevant design research questions by considering specific contexts
Effectively explore and articulate the potential of research to achieve impact beyond the academic sphere	Situate design projects in real world contexts with consideration to people, their strengths and limitations and their activities
Demonstrate flexibility in the design, planning and management of complex research projects	Utilize iteration throughout the cyclical design process: Identify a problem, develop relevant design research/research questions choose appropriate methods, test/evaluate ideas and solutions and reflect on results
Demonstrate creativity, originality and initiative	Develop relevant design solutions that respond to current and future situations
Situate design within other disciplines	Engage in research from other disciplines in order to provide alternative viewpoints and/or content
Engage constructively in collaborative research	Contribute to collaborative projects with classmates and/or outside partners by assuming a meaningful role in the work
Set goals and managing time and resources effectively	Develop a plan for study within a given time frame, including realistic project and program milestones
Demonstrate sensitivity to the principles and policies of ethical research	Design projects and protocols to consider users and larger societal implications
Define a professional identity through self-reflection and informed by theoretical, social and cultural awareness	Develop individual topics and areas for research based the synthesis of personal interests and abilities and new knowledge gained through coursework
Effectively communicate the aims, methodologies and outcomes of research	Participate in end of term presentations/public presentation/exhibition

Oct. 22, 2020

Appendix 6 – MA in Design Research Program / Master of Design Program Learning Outcomes Map

Master of Arts Design Research Program and
Master of Design Program Map
Learning Outcomes Map

R = Reinforce Existing Knowledge
I = Introduce New Knowledge
B = Broaden Knowledge
A = Apply Knowledge
M = Mastery of Knowledge

c

Master of Arts Design Research (MADR) Program and Master of Design Program Coursework								MADR	MDes
LEARNING OUTCOMES	MADR 5101 3.0 Design Theory & Criticism	MADR 5107 3.0 Disciplinary Research Methods in Design	MADR 5108 3.0 Design Studio: Culture and Criticism	MADR 5104 3.0 User-centred Design Research Methods	MADR 5109 3.0 Design Studio: Users and Information	Elective	Elective	MRP	Thesis
Understand the intellectual and technical tools, methods, theories and techniques of research in design	I/A	I/B/A	B/A	I/A	A			A	A/M
Effectively assess where gaps are occurring within a system and identify a problem that can benefit from a design intervention		R/I/A	A	R/I/A	A			A	A/M
Effectively explore and articulate the potential of research to achieve impact beyond the academic sphere	I/B/A	R/I	A	R/I	A			A	A/M
Demonstrate flexibility in the design, planning and management of complex research projects			R/A		R/A			A	A/M
Demonstrate creativity, originality and initiative			A		A			A	A/M
Situate design within other disciplines	A			B/A	B/A				A/M
Engage constructively in collaborative research	R	R/B	A	R/B	A			A	A/M
Set goals and managing time and resources effectively				I	B/A			A	A/M

Demonstrate sensitivity to the principles and policies of ethical research	I/B/A		B/A		B/A			A	A/M
Define a professional identity through self-reflection and informed by theoretical, social and cultural awareness	A		B/A		B/A			A	A/M
Effectively communicate the aims, methodologies and outcomes of research	I		A		A	I/B	I/B	A	A/M

April 9, 2021

Appendix 7 – Course Change Proposal -

Excised for Senate. Available upon Request.

York University Quality Assurance Procedures (YUQAP)
New Program Appraisal

External Appraisal Report on the Proposed New
Master of Arts in Design Research

External Reviewer(s)
- Elizabeth Guffey, Professor of Art & Design History, State University of New York at Purchase, USA
- Aidan Rowe, Associate Professor and Chair, Department of Art & Design, University of Alberta, Canada

1. Outline of the Visit

We interviewed the following members of the University, School and Department:
- Lyndon Martin, Vice-Provost, York University
- Thomas Loebel, Dean, Faculty of Graduate Studies
- Sandra Gabriele, Graduate Program Director, Department of Design
- David Gelb, Chair, Department of Design
- Sarah Bay-Cheng, Dean, School of the Arts, Media, Performance & Design
- Professor David Cabianca, Faculty Member, Department of Design
- Professor Angela Norwood, Faculty Member, Department of Design
- Professor Wendy Wong, Faculty Member, Department of Design
- Professor Paul Sych, Faculty Member, Department of Design
- Professor Shital Desai, Faculty Member, Department of Design
- Professor Gabi Schaffzin, Faculty Member, Department of Design
- Laura Levin, Associate Dean Research, School of the Arts, Media, Performance & Design
- Michael Darroch, Associate Dean Academic, School of the Arts, Media, Performance & Design
- Mary Kandiuk, Subject Librarian for the School of the Arts, Media, Performance & Design
- Loris Dotto, Technician, Department of Design
- Andrea DiFlorio Sgro, Program Assistant, Department of Design

What Facilities were Reviewed
While we were unable to physically visit York University and the corresponding faculties (due to COVID-19) we had access to a thorough video walkthrough tour of the related spaces and facilities. This was completed and narrated by Loris Dotto (Technician, Department of Design). Additionally, in our session with Loris—and with others—we were able to ask questions concerning facilities and needs concerning the proposed program.

2. General Objectives of the Program

On the whole, the general objectives of the program are clear and well-articulated. Both the program name and degree designation are appropriate (although there is little precedent for either in Canada there are examples internationally). The field indicated in the proposal seems appropriate to a graduate program and is especially so for York University, an institution committed to excellence in research and scholarship in all its forms. The Department of Design is proposing a 1-year (3-term) MA in Design Research (MADR) that will share 2 terms of course work with the existing 5-term Master of Design (MDes) program. The MADR culminates in a Major Research Paper / Project (MRP) in the 3rd and final term, while the MDes students will complete a 3-term thesis. The goal of the MADR is to provide students with core experience in research practices for the field of design. The course structure aims to provide students with the requisite foundation of knowledge and a range of opportunities to test their ideas. Course work in terms 1 and 2 include a research methods course coupled with a corresponding studio based practicum. The focus of the first term centres on existing disciplinary issues within design; the second term then focuses on human-centred studies to further question design from the user's perspective. The degree culminates in a final-term Major Research Paper / Project (MRP) supervised by a faculty member (with support from other academics).

The area of design research, with an emphasis on human-centred design, seems particularly well-suited to the core values and mission of the University and School. Design research, focusing on human-centred design, is an approach that prioritizes the needs of an individual, group or community, aiming to address the core requirements of those who experience a problem. Research and study in this field involves the application of qualitative and quantitative analyses culminating in problem-solving solutions that are design-driven. The identified focus on the human-centred study of design is particularly fitting, given the wider commitment of York University to shared values, including the promotion of social justice, diversity, and the public good, and the aspiration through research to better understand the human condition and the world around us and to employ the knowledge we gain in the service of society.

3. Need and Demand

The program is framed to take advantage of the advancements in technology, industry and design that have increased the need for a human-centred approach to design in a growing range of disciplines and professions (e.g. UI, UX, etc.). Significant research has been undertaken to identify and assess the needs and demand in industry and the profession more broadly for research practices that transcend traditional design skills. Undoubtedly, there is a need to train students in the inclusive design process that takes abilities and accessibility issues of large populations of users into consideration. This has been one of the fastest-growing areas of design in the last decade.

The program proposal at York is well-argued and supported by research undertaken (e.g. surveys of existing students, alumni, employment analysis, etc.). In spite of the broad-based need among professionals, currently, there is no similar degree in Canada (although models do exist farther afield, e.g. Europe). The explanation for an intensive year-long program that focuses on a research component—including direct exposure and experience with research methodologies, practice and outcomes—is well considered. Above all, the proposal suggests that the program would provide a significant means of addressing demand and need in the job market. While students at the undergraduate level are exposed to design research practices, this introduction is not in-depth and does not provide the opportunity of directly applying those methods to a significant project or paper. Nevertheless, these skills of research are often required for advancement in the design profession and a growing number of related fields. Ultimately, students graduating with an MADR will acquire specific research training to supplement their existing skills and expand their career and academic possibilities (e.g. further study, teaching at the College level, etc.).

One driver of demand for the MADR will be whether Market Enhancement fees are applied to this degree. While the MADR will be a unique offering—for now—in Ontario in relation to design there is still a growing range of master's programs in design that are offered elsewhere. If the MADR is offered with a Market Enhancement it will be challenging to see how it can be successful in this competitive market.

4. Program Content and Curriculum

Broadly speaking, the curriculum does an excellent job reflecting research and study within the field of design research. While there are existing master's level degrees in human-centred design in the US and Canada, the emphasis here on research methods is somewhat more distinctive (as noted these intensive 1 year, 3-semester degrees are more commonly found in Europe and the UK).

York University is especially well-suited for this as the Department of Design has a long history of offering a 5-term Master of Design (MDes). It is important to note the MA in Design Research will share a series of core courses with the MDes, including:
GS/MDES 5108 3.0—Design Studio: Culture and Criticism
GS/MDES 5101 3.0—Design Theory and Criticism
GS/MDES 5107 3.0—Research Methods for Disciplinary Experimentation in Design
GS/MDES 5109 3.0—Design Studio: Users and Information
GS/MDES 5104 3.0—User-Centred Design Research Methods

This allows the program breadth and an immediate structure on which to build the new MA program. Students are also required to complete 2 elective courses, with at least 1 of these courses taken from outside of the department.

These areas of overlap between the MADR and MDes programs, however, also present an implicit challenge, namely how to differentiate the two degree programs. Some of the course outlines and current syllabi, for example, Research Methods for

Disciplinary Experimentation in Design and User-Centred Design Research Methods, seem well suited to the MADR degree. Others, for example, Design Theory and Criticism, may need to be re-oriented with a clearer focus on practice-driven research (particularly with human-centred design methodologies).

With this curriculum and focus in mind, we especially note how this program is well suited to a research university of York's calibre. This is pertinent for a degree in design research, particularly with a focus on human-centred design, as this relies on methodologies and research strategies found in a rich institutional framework provided only in a context like York's. The field draws heavily, for example, from sociology, anthropology, psychology, economics and several allied disciplines. This would seem an immediate strength of the proposed program and could be better reflected in the program proposal and resulting curriculum.

We recommend consideration of a more interdisciplinary build to this program, drawing on the University's profile as a significant research institution with a wide and deep breadth of faculty, research facilities and other resources to be tapped for this research-oriented degree. More programming with other departments, faculties and centres within the institution should be encouraged. This may be done informally but the abbreviated time that most students will have on campus may make it harder for them to discover and build these ties on their own. More formal and substantive structures would also help, perhaps in the form of a pro-seminar or colloquium in which other faculty members could be invited as guest lecturers. It would also be beneficial to consider how informal and formal links beyond the university could be embedded into the program, for example, providing opportunities for students to be exposed to the cultural, research and industrial sectors in the Greater Toronto Area and beyond.

5. Program Structure, Learning Outcomes and Assessment

Overall, the program requirements and learning outcomes appear clear, appropriate and in alignment with the relevant degree level expectations. The program is offering a series of courses over three terms, and students must complete a Major Research Paper or a Major Research Project (in the final term), documented and presented in a public forum to culminate this process. The objectives, forms of assessment and outcomes seem clearly elucidated in the proposal.

Inherently, with any year-long Master's degree program, there is a challenge in providing content and curriculum in a compressed schedule; because this degree focuses on research specifically, these issues may be heightened. The program should track closely how to ensure student success, especially noting that after they will arrive on campus they must quickly learn how to navigate an entirely new institution and new research methodologies as well as their practice and outcome in a relatively short period of time.

The methods and criteria as identified in the supplied curriculum seem both appropriate and effective for the assessment of student achievement. As this is a one-year, course-based Masters the program length is appropriate and while focused, the use of the directed Major Research Paper / Project in the final term will help to ensure completion. The identified modes of delivery—a mixture of theoretical methods courses balanced by studio-based courses—are appropriate for the MADR.

As the MADR program has an explicit focus on research, we would suggest an immediate orientation to the field in the form of an introductory pro-seminar / colloquium with a particular focus on research practices and outcomes.

6. Admission Requirements

The admission requirements seem appropriate and well elucidated here. Nevertheless, the program's admissions expectations might more explicitly demonstrate the flexibility to offer admissions to qualified students who may not have a traditional design portfolio available for application (e.g. a student coming from a non-design background). In fact, in the field of human-centred design (which draws heavily from the social sciences as much as arts), requiring the submission of a traditional design "portfolio" may limit and even exclude otherwise qualified applicants. While this is recognized in the existing application in the Admissions Requirements (referring to "not designers") it is important to further articulate in practice how this would work. Perhaps more concrete examples for potential applicants could be articulated ("You may be interested in the MADR if ....").

Also important to this process is the need for information communicating the differences between the MADR and the MDes. Ultimately, many students may consider applying to both degree programs and the paths and outcomes must be made explicit.

7. Resources

The Design Program has a multipurpose studio space in the Victor Phillip Dahdaleh Building. At the time of our review, we noted that the program has 9 full-time faculty in this area and technicians to support the program. It was evident that the design faculty are fully competent to teach and supervise on the program and that they were involved in the development of this application. It is clear that the strength and expertise of the faculty, who will actively participate in delivering and further developing the program, will foster a robust intellectual climate. The Department has faculty with extensive supervisory experience and this is balanced by recent hires to further support both the range of possible research directions and the planned increase in student population. Because this is a research-oriented program, we would encourage the University to further support faculty in undertaking research and research supervision whether on a teaching or research stream.

Support offered by the technical staff seems strong, experienced and knowledgeable. The program currently has 2 technicians with a focus on design and there appears to be a good working environment for students and faculty.

Within the Library, the staff seem very responsive to the design faculty, noting more contact and communication with graduate students since remote, pandemic-related instruction has moved online. Recent efforts to reorganize the library with a significant investment in digital scholarship and infrastructure further enhance the subject area's significance. These changes, coupled with the benefits of working remotely, suggest that some of the positive aspects of working online will carry over to future practices. The existence of a research library, and specialist librarian, and its resources can and should be a significant resource for this degree program and ties should be encouraged in any ways possible.

The resources available—in terms of lab space, technical support, library support, etc.—seem entirely adequate but, it should be noted that there are significant resource requirements for this degree. While it may indeed seem to require fewer resources than a completely new degree with a standalone curriculum, it should be recognized that some new resources will be required (in addition to more usage of the existing resource infrastructure). An area of possible concern is whether there is enough administrative support for the program. When fully running, it is projected that the MADR will increase the graduate student population by 300% (from 5 per year to 15 (5 MDes + 10 MADR)). Additionally, the MADR applicants will most likely have a more diverse set of experiences and requirements than the existing MDes cohort. Both of these factors will require dedicated administrative support to ensure the success of this Master of Arts in Design Research program.

A significant challenge for this degree is how to differentiate it from the MDes; on the one hand, it will need to be programmatically distinctive, but on the other hand, ideally, it should not draw students away from the existing MDes program. At the moment, the key distinguishing feature of the newer program is that the 2-year MDes involves a year-long research program culminating in a capstone thesis project. Even as this differs significantly from the year-long MA (which will involve a shorter final project at its end), the course work between the two programs is still remarkably similar. Because the MA is in design research, and because it involves a concentrated human-centred design focus, this distinction might be further highlighted in the required and elective courses.

Within the School of the Arts, Media, Performance & Design other programs contain two degrees (e.g. MFA + MA). Although often these were reasonably separate historically, this dynamic has shifted, with considerably more crossover between the two. Although this coexistence has seemingly been working well for these programs, there are opportunities for confusion / concern in differentiating the MDes and MADR and this issue will need to be carefully managed.

The perceived relationship with the MDes presents an additional obstacle posed by the current fee structure being charged for the MDes. It should be stressed that it would be challenging if the MA in Design Research has a market enhancement fee in addition to normal tuition. At the same time, the MDes fee structure is substantially higher. Ultimately, this imbalance needs to be addressed, and the possibility of lowering the MDes needs further consideration. It will be quite challenging to go forward with the two programs charging significantly different fee levels.

8. Quality of Student Experience

On the whole, there is evidence that the program structure, faculty experience and research practice are well-positioned to ensure the intellectual quality of the overall student experience. As the Department already offers a long-standing MDes

degree that shares resources—physical and intellectual—with the proposed MADR, the planned program appears well conceived and appropriately framed.

As much as possible, students should be encouraged to build ties to the rest of the school and the university as a whole. This can be hard to provide in any program offering a relatively quick (one-year) academic experience, but the nature of this program (and its research-oriented methodologies) make these relationships even more important. This work might begin at the departmental level by further cross-listing courses so there are more opportunities for connections outside design. But the program should also push for interdisciplinarity / transdisciplinary bridges that build within the School of the Arts, Media, Performance & Design but also reach even further across campus in other Faculties and Schools.

9. Other Issues

None reported.

10. Summary and Recommendations

On the whole, we are excited by the Master of Arts in Design Research proposal from the Department of Design at York University. It is obvious that care, research, and considerable thought has been put into this proposal.

We have a variety of observations and suggestions arising after our visit that fall outside of the remit of the specific questions above. While some may be reiterations, these include:
- **Interdisciplinary Support:** As we have noted above, care and attention should be paid to supporting interdisciplinarity in the MADR. How can these graduate students take advantage of being at a research-intensive university like York? How can the department facilitate opportunities for the MADR students to work with and across existing academic silos and departments?
- **Pro-Seminar / Colloquium Series:** One means of addressing the above issue could be through the development of a School / University level Pro-Seminar / Colloquium series that brings together staff and students to discuss pertinent and germane research practices. Topics could include the pragmatic (e.g. applying for your first grant, conference or job) to larger methodological questions in the research fields.
- **An MADR and an MDes**: It is quite important to consider both of these degrees in relation to each other. How do they support each other? How do they work in tandem? How are they differentiated? How do staff, students and faculty understand and communicate these differences?
- **MDes is also a Research Degree**: Although not directly related to this specific proposal, it is important that the significant research component of the MDes is not lost. While the MADR will focus upon research methods and practices and culminate in a focused Major Research Paper / Project, the MDes features a much more substantial individual defined and driven research project.
- **Guidelines / syllabus for the Major Research Paper / Project**: As these third-semester courses will be new, it would be beneficial to devise guidelines / syllabus to articulate the requirements for the MADR students. This is even more important as it is envisioned that there will be a range of supervisors, each with 1–2 students. Shared guidelines / syllabus will help to ensure consistency of approach and delivery.

Department of Design Response to the External Appraisal Report on the Proposed New Master of Arts in Design Research

Key:

Response to Main Recommendations

<mark>**Interdisciplinary Support:** As we have noted above, care and attention should be paid to supporting interdisciplinarity in the MA in Design Research Program. How can these graduate students take advantage of being at a research-intensive university like York? How can the department facilitate opportunities for the MA in Design Research students to work with and across existing academic silos and departments?</mark>

There are a wide range of activities that will satisfy an interdisciplinary component with the MA in Design Research Program. As with the MDes, students must fulfill the Program's breadth requirements. They are required to take 2 electives that can be selected from across the university. (One may be taken internally from design electives, but the other *must* be external and in support of the MRP.) A number of years ago, we approached a number of programs across the university to find appropriate courses for cross-listing. While we were successful in securing place for students by cross-listing a few courses, overall, other departments are hesitant to cross-list. This happens for a number of reasons, one of which, is that these courses we are not offered every year. (The courses we do have cross-listed at the moment, have not been offered in a number of years.) There are hundreds of courses on the books at a graduate level that do not actually run and many more that do. In the past, students have managed to find elective courses in other programs to align with their interests. As per university practice, students directly request permission from instructors and are responsible for demonstrating any prerequisite knowledge to the respective instructor for admission. It is up to the faculty member and the graduate program in question whether or not to admit a student.

While not formalized, AMPD and the wider university provide workshops and seminars open to grad students throughout the year. In addition, the Department of Design often co-sponsors interdisciplinary events. We encourage participation in these events and advertise these as they come up. In terms of other non-course related activities: the department hosts specialized workshops that occur over a couple of days to a week. Typically, these workshops are offered to both the undergrad and graduate programs, however, we are interested in involving students from other faculties and see this as an opportunity for collaboration across disciplines.

MA in Design Research students are free to select their 2nd reader/advisor from across the university. This works well with the Master of Design Program and we anticipate that it will continue with the MA in Design Research Program.

April 9, 2021

Finally, it is important to understand that design is inherently interdisciplinary: every design project requires content originating in other disciplines. Course directors, where possible, provide students opportunities to work on interdisciplinary projects where they are expected to apply design research methods to develop solutions to address 'wicked problems' in these disciplines. For example, place making in Winters college, designing for health and wellbeing, tackling anti-microbial resistance, designing wayfinding systems for inclusivity, etc. As opportunities arise, projects involving collaborations with "clients" both from the York University community and beyond to provide students real-world content and contexts for projects.

Pro-Seminar / Colloquium Series: One means of addressing the above issue could be through the development of   a School / University level Pro-Seminar / Colloquium series that brings together staff and students to discuss pertinent and germane research practices. Topics could include the pragmatic (e.g. applying for your first grant, conference or job) to larger methodological questions in the research fields.

Incoming MDes and MA students are asked to attend the second year MDes thesis proposal presentations which take place the last week of August, and thesis-in-progress presentations which take place the last week of November and the first week in February. These public presentations are a colloquium format and an opportunity for second year MDes students to share their thesis projects in a public forum. These public presentations are a degree requirement and function as a colloquium.

Given the thesis-in-progress presentations (by continuing MDes thesis students) and end-of-semester presentations (by first year MDes and MA students), we feel a separate colloquium course is not necessary, especially with the full load of courses (4 first semester, 3 during the second semester, and the MRP in the third semester. In addition, the material suggested by reviewers for a Pro-Seminar / Colloquium Series is currently covered in the coursework or in outside activities, guided by faculty. For example, in the MDes Program, all students are guided through the application process (for SSHRC and OGS applications) in the Theory and Criticism course. The purpose of this is two-fold. First, it provides experience in developing a short proposal for a topic of interest and second, gives students the opportunity to apply for a scholarship. While students are encouraged to submit their application, it is not mandatory. During the last application exercise, 2019–2020, 2 of 3 students who applied were successful in obtaining scholarships. In other instances, faculty have worked with students to organize conferences and apply for poster and paper presentations. For the joint MDes/MA courses, we would continue with the grant application exercise as it teaches students how to synthesize their thoughts and propose a project early on. Additionally, we will encourage students to publish and present at national and international conferences.

An MA and an MDes: It is quite important to consider both of these degrees in relation to each other. How do they support each other? How do they work in tandem? How are they differentiated? How do staff, students and faculty understand and communicate these differences?

How do they support each other? How do they work in tandem?

MA in Design Research students will be sharing coursework with the Master of Design students for the first two semesters. We anticipate a certain amount of cross fertilization between the two degree cohorts.

The MDes Program intake is quite small with the current target at 4 domestic students and 1 international, per year. The addition of MA in Design Research students will represent a significant increase in class size (an additional 10 students at steady state). We believe this critical mass of students will benefit both cohorts, providing a larger pool of students with varying experiences, skill sets and viewpoints, providing rich opportunities for discussion and collaboration. Students in both programs will complete the same coursework and will be assigned both individual and group projects.

==How are they differentiated?==

The MA in Design Research and Master of Design Programs are differentiated through their respective experiences of the students and in terms of status of the degrees academia: The MDes is a terminal degree in design, while the MA is not. While both degrees may lead to doctoral studies should a student wish to pursue advanced studies elsewhere, the MA in Design Research is a significantly less intensive experience.

The coursework is the same for the first two semesters, but the program outcomes and completion deliverables (term 3 for MA in Design Research and terms 3, 4, and 5 for MDes students are substantially different. The "MA in Design Research/Master of Design Learning Outcomes Map" (Appendix 6) demonstrates how the **_coursework_** for both the MA and MDes:
> • Reinforces existing knowledge;
> • Broadens knowledge;
> • Introduces new knowledge
> • Applies knowledge.

The MA in Design Research **_major research paper_** or **_major research project:_**
> • Applies knowledge

In contrast, MDes Program includes the above outcomes, but the MDes thesis also demonstrates the Application and Mastery of knowledge (See Program Brief, Appendix 6 for the addition of Learning Outcomes for the MDes Program).

In terms of deliverables, the one semester MRP (paper or project) for the MA in Design Research is comparable to a capstone project which displays an understanding of a topic by completing an independent project, whereas the year-long MDes thesis displays evidence of both breadth and depth of a topic through intensive study.

Because the MDes is the terminal degree in design, interested Master of Design students may apply to TA undergrad courses. This opportunity will not be offered to MA in Design Research students.

==How do staff, students and faculty understand and communicate these differences?==

The first two terms (coursework) are the same experience for both programs. The differing length and scope of the MRP's and the thesis are the distinguishing element of the two programs. These differences will be communicated at various stages of their candidature:

for example, during the program orientation, at the proposal development stage (students learn how to frame a project that is manageable in the time frame allotted) and at thesis/project in progress presentations. Course instructors and the supervisory committee will guide students, beginning with the development of a research question or problem statement and a corresponding timeline indicating realistic task lengths and milestones for completion. In communicating how to narrow a topic for a class project, a full term project (and in the case of the MDes students, year-long thesis), students will gain an understanding of the importance of planning for an MRP or thesis work.

The differences will also be outlined in the MDes/MA Student Handbook. A handbook was developed for the MDes students, and will be expanded to include pertinent information. The handbook already includes information on the MDes thesis requirements and procedures, computing FAQs, financial FAQs, enrolment and registration procedures and other general information.

MDes is also a Research Degree: Although not directly related to this specific proposal, it is important that the significant research component of the MDes is not lost. While the MA in Design Research will focus upon research methods and practices and culminate in a focused Major Research Paper / Project, the MDes features a much more substantial individual defined and driven research project.

Because the MDes is the terminal degree, we are confident that the "significant research component" will not be lost. The MA in Design Research experience is significantly shorter than that of the MDes. The MA in Design Research functions as a "gateway experience" to research while the MDes' longer timeframe allows for in-depth research pursuit. The MA in Design Research student has very different reasons for choosing the MA in Design Research Program, the most important of which, is the concern about program length. MA in Design Research students are interested in an exposure to research skills without the long term education commitment, and with the intention of returning to professional practice. Whereas, MDes students will be focused on a greater commitment to research investigation and apply specifically because of the terminal degree status which provides both the opportunity to secure a position as a tenure-track faculty member or advance their status in the realm of professional practice (The differences between the MA in Design Research and MDes are included in Program Brief, 3.1).

Guidelines / syllabus for the Major Research Paper / Project: As these third-semester courses will be new, it would be beneficial to devise guidelines / syllabus to articulate the requirements for the MA in Design Research students. This is even more important as it is envisioned that there will be a range of supervisors, each with 1–2 students. Shared guidelines / syllabus will help to ensure consistency of approach and delivery.

A scan of the MA in Design Research Programs shows varying requirements depending on the structure of the program (See Appendix 1). Some are completely course-based, while others are research-based with no coursework and require a written thesis paper with approximately 25,000 words, or a combined project and 10,000-word paper to be completed over one year. Our proposed program is the only program that combines the two: 2 terms of coursework and a documented project and public presentation, or a 6,500–7,500 paper written over one term and public presentation (See Appendix 4).

We are following established past practices in AMPD where the MRP is not considered a course and therefore, does not require a syllabus. As in any discipline, the content and scope for the Major Research Paper or Project is subject to discussion between the supervisor and the student. However, the MRP will follow disciplinary norms and expectations and graduate faculty will ensure the workload for students is appropriate for the one-term time frame.

Furthermore, the student handbook will specify the expectations. The MDes program, is project-based and contains a paper to support the "project". The current MDes handbook lists components for thesis and we will determine the necessary components for the MA in Design Research MRP following consultation with graduate faculty.

Response to Other Recommendations

Some of the course outlines and current syllabi, for example, Research Methods for Disciplinary Experimentation in Design and User-Centred Design Research Methods, seem well suited to the MA in Design Research degree. Others, for example, Design Theory and Criticism, may need to be re-oriented with a clearer focus on practice-driven research (particularly with human-centred design methodologies).

As with any university course, while the outcomes remain the same, the emphasis placed on specific topics varies depending on the instructor teaching the course. At the moment, the course description for the Design Theory and Criticism course is very vague. We are proposing a change to the calendar description to reflect the current state of the field and more closely reflect the planned content of the course. (See revised course description, Appendix 7.)

The admission requirements seem appropriate and well elucidated here. Nevertheless, the program's admissions expectations might more explicitly demonstrate the flexibility to offer admissions to qualified students who may not have a traditional design portfolio available for application (e.g. a student coming from a non-design background).

For non-designers, the portfolio will be distinctly different. Instead of the traditional design portfolio, it must contain evidence of design-related work experience (case studies) where they specify their role in the completion of the work. (See Program Brief, 6.1, for adjustments to application requirements). We have revised as follows,

Eligibility for admission to the MA Program requires the following:

1. Four-year undergraduate honours degree or equivalent in design or a design-related field. Persons without a design-related degree but whose experience is in some way related ~~relates~~ to design as demonstrated in the portfolio, may be considered.
2. At least a B standing
3. Design/Case Study portfolio: The design portfolio should include between ten and fifteen (10–15) pieces.

For applicants without a design-related degree but have some design experience and other related experience, ~~who are not designers, please~~ submit a portfolio of 3–4 case studies that demonstrate involvement in design projects, e.g. papers, reports or other written and visual material, and clearly identify your role in these projects. ~~The first intake of students will be Fall 2022.~~

4. Statement of interest/intent about your motivation to study in the program (no more than 500 words)

5. Curriculum vitae

6. Three letters of recommendation

7. Transcripts

8. Demonstration of English proficiency for students whose first language is not English

Also important to this process is the need for information communicating the differences between the MA in Design Research and the MDes. Ultimately, many students may consider applying to both degree programs and the paths and outcomes must be made explicit.

We plan to develop targeted communications for both programs to help applicants decide which program best suits their needs.

The resources available—in terms of lab space, technical support, library support, etc.—seem entirely adequate but, it should be noted that there are significant resource requirements for this degree. While it may indeed seem to require fewer resources than a completely new degree with a standalone curriculum, it should be recognized that some new resources will be required (in addition to more usage of the existing resource infrastructure). An area of possible concern is whether there is enough administrative support for the program. When fully running, it is projected that the MA in Design Research will increase the graduate student population by 300% (from 5 per year to 15 (5 MDes + 10 MA)). Additionally, the MA in Design Research applicants will most likely have a more diverse set of experiences and requirements than the existing MDes cohort. Both of these factors will require dedicated administrative support to ensure the success of this Master of Arts in Design Research program.

When the MDes Program is in session, we have access to a part-time Graduate Program Assistant (GPA), 3 days per week. Because the MDes is currently on pause, the GPA has been assigned to an additional 3 graduate programs in the Department of Computational Arts. While her workload for our program has been reduced for the MDes Program owing to its intake pause, the additional work for Computational Arts has substantially increased her workload. We ask for assurance that we will be adequately supported when the MDes program resumes an intake and the MA in Design Research Program commences. And we will need assurances that the GPA is supported with respect to the increased in workload she will experience with respect to our graduate programs (See Program Brief, 7.1 for adjustment to additional resource requirements).

A significant challenge for this degree is how to differentiate it from the MDes; on the one hand, it will need to be programmatically distinctive, but on the other hand, ideally, it should not draw students away from the existing MDes program. At the moment, the key distinguishing feature of the newer program is that the 2-year MDes involves a year-long research program culminating in a capstone thesis project. Even as this differs significantly from the year-long MA

(which will involve a shorter final project at its end), the course work between the two programs is still remarkably similar. Because the MA is in design research, and because it involves a concentrated human-centred design focus, this distinction might be further highlighted in the required and elective courses.

While we emphasize human-centred research as path for advanced study, we believe there will also be some students that come from professional practice (or recent undergraduates) who will choose a year away from the profession to focus on disciplinary topics and research creation. The coursework for both of these pathways exists to expand individual design practice. (See clarifications in the Program Brief, 2.1) The difference between the two programs are articulated in detail, further on in this response.

Within the School of the Arts, Media, Performance & Design other programs contain two degrees (e.g. MFA + MA). Although often these were reasonably separate historically, this dynamic has shifted, with considerably more crossover between the two. Although this coexistence has seemingly been working well for these programs, there are opportunities for confusion / concern in differentiating the MDes and MA and this issue will need to be carefully managed.

Given of the terminal status of the MDes degree, we conceived of the MA in Design Research program to reflect the relationship that exists between programs with an MA and a PhD (for example, in the Theatre Department), where the two share the same course work but at the end of their coursework, the paths diverge.

The perceived relationship with the MDes presents an additional obstacle posed by the current fee structure being charged for the MDes. It should be stressed that it would be challenging if the MA in Design Research has a market enhancement fee in addition to normal tuition. At the same time, the MDes fee structure is substantially higher. Ultimately, this imbalance needs to be addressed, and the possibility of lowering the MDes needs further consideration. It will be quite challenging to go forward with the two programs charging significantly different fee levels.

Since the receipt of this program review report, we have confirmation of a change in MDes tuition fees and funding from a differentiated fee and funding package that covers the tuition, to fees and funding in line with other graduate programs in AMPD.
As specified in the Program Brief, we are requesting the regular tuition/funding for the MA in Design Research Program Given that the two programs will share coursework, it is essential for the MA in Design Research Program tuition fees and funding is aligned with the MDes Program (See adjustements to the Program Brief, 7.8).

Major Modifications Proposal ~ Religious Studies

Prepared by Tony Burke, Program Coordinator

1. Program: Religious Studies

2. Degree Designation: Bachelor of Arts

3. Type of Modification:

- the Religious Studies program will receive a rubric separate from Humanities (RLST)
- a 2000 level course will be added to the requirements for the major
- currently majors are required to take at least 1 course from 5 categories of courses; one of these categories will be folded into the others so that students now need to cover only four categories
- a sixth, unrequired category of language courses that can be taken for credit toward the major or minor will be eliminated
- clearly defined Learning Objectives with aligned curriculum map

4. Effective Date: Fall 2022

5. and 6. General Description of the Proposed Changes and Rationale:

Based on the most recent cyclical program review, the Humanities department is making changes to their Humanities major to streamline the degree, highlight areas of thematic focus, and update its curriculum. The changes to the Humanities degree will create the need for other programs in the department to propose curricular changes to ensure program coherence and relevance in light of how the Humanities degree changes may affect the related programs. In response, Religious Studies has not only created its own rubric, but also refined and defined its Learning Outcomes; in light of these changes, the program has reconsidered its program requirements, and reconfigured its course lists.

    Rubric Creation
    These changes will result in the programs in Religious Studies, Jewish Studies, and East Asian Studies adopting separate rubrics for their courses; the one remaining program, Classical Studies, adopted its own rubric a few years ago. The Religious Studies courses currently listed within Humanities will now use the rubric RLST, a change that will make the courses more recognizable to students.

    Trim Extended Lists
    The Religious Studies Program wishes to trim its extensive listing of courses to be counted toward its major and minor by removing long dormant courses. That list also includes courses in other programs and departments; many of these courses are no longer offered and will be removed from the list. The courses that remain will be formally crosslisted using the RLST rubric.

Reorganize Thematic Categories of Courses to Reduce Overlap and Fill Gaps
Currently our majors are required to take at least one course in five defined categories: 1.
Religion, Literature and the Arts, 2. Religion and Gender, 3. Religious Thoughts and
Practices, 4. Methods and Approaches, and 5. Self, Society and Other. Some courses are
listed in multiple categories, which is confusing for students and administratively
complicated; this crosslisting will be removed. Students have had difficulty fulfilling the
requirements of categories 2 and 4. Since our two core courses required for majors and
minors covers Method and Approaches (RLST 3803 Methods in the Study of Religion,
and RLST 3804 Theories in the Study of Religion), we have decided to remove that cate-
gory. The courses in that category will be reassigned to the other four categories. Re-
sources will be allocated to assist students in fulfilling the other underserved category,
Religion and Gender.

Remove Language Course Credits from Degree
We also accept certain language courses for program credit. We will no longer do so but
will continue to recommend them to students. The goal here is to focus students' energies
and attention on courses within the program, so that the Religious Studies minor and
major are not diluted by courses that do not have significant Religious Studies content.

Add RLST 2805 World Religions in Canada as a Core Course
One of our program goals is to highlight the Canadian religious experience, particularly
as reflected in the religious traditions prevalent in the York region. This approach is now
made explicit in the program's Learning Outcomes and we are directing our energies to
adjust course content and curriculum toward this goal. Requiring RLST 2805 for majors
is part of this effort, but the course also functions to ensure students acquire breadth in
the field. This need is currently served by the requirement to take at least one course in
three different religious traditions; but RLST 2805 serves the breadth requirement in a
simplified way that reduces student anxiety when selecting courses and determining req-
uisites for graduation. Requiring RLST 2805 for majors also aids students by allowing
them to begin interaction with their cohort early in their degree, which is beneficial to the
program for student retention. Note that minor students will still be required to take at
least one course in three different religious traditions. Minor students currently must take
the two other required courses (RLST 3803 and 3804); the program believes that the addi-
tion of another required course would be detrimental as it would reduce the
flexibility of course choices (leaving only 18 credits in the minor for optional courses).

7. Alignment with University Academic Plans.

The purpose of the major modification proposal is to stream-line the existing degree program so
that offerings are tighter and make better use of existing allocated resources by clarifying and
simplifying the degree requirements for students. By substantially reducing the number of
courses in the extended lists for Religious Studies, for example, the program will be able to more
easily direct students to active courses to improve fill rates and maintain a more direct
relationship between the courses that count toward the degree and the Program Learning
Outcomes. The redefinition of these PLOs, and the changes to the curriculum that came as a
result, reflect several of the priorities for action expressed in the University Academic Plan for

2020–2025. Reflecting Priority 1 (Diversifying whom, what, and how we teach), we aim to better service the needs and interests of the York student body by making room in our curriculum for courses on Sikhism and South Asian religions and continuing to enhance our offerings in Islam. Our instructors are participating in discussions about decolonizing curriculum by making changes in their course delivery and there are plans to reintroduce RLST 4810 Religion in Post-colonial Literature to our course offerings. We are working to expand our online course offerings and have added two new courses that examine religion and new media: RLST 3800 God Online: Religion in the Digital Age and the crosslisted course GL/SOCI Beliefs in the Digital Age: Religion, Faith and Spirituality. Religious Studies has long required students take courses categorized as Religion and Gender; the proposed curriculum changes enhance our offerings in this category.

Priorities 4 (Advancing global engagement) and 6 (Living well together) are addressed in the adoption of RLST 2805 World Religions in Canada as a core course—a reflection of our new PLOs that articulate our goals to examine religious traditions in their Canadian context (where numerous religious traditions meet and interact) and in the intersection of the Canadian experience and the rest of the world. We plan to add further courses that offer synchronic analysis of multiple religious traditions—such as RLST 3825 Antisemitism and Islamophobia in Canada, and RLST 3816 The Balkans—and thereby foster communication and collaboration by students from diverse backgrounds.

8. Changes to the Program and Learning Outcomes

In its current form, the RLST program lacks a defined identity that reflects the strengths of our faculty and the interests of our students. The program's Learning Outcomes (see below), which, until now, had not been formally defined, are now clearly articulated and our course offerings have been mapped to these outcomes; this process helps to bring some cohesion to the program and provides a path forward when planning course offerings and revising course content.

The new Learning Outcomes (see 1 and 2) emphasize the experiences of religions in the diaspora—i.e., religions as practiced outside of their places of origins—with a focus particularly on the Canadian experience. This is reflected in the adoption of RLST 2805 World Religions in Canada as a required course for majors, but also in new courses such as RLST 3825 Antisemitism and Islamophobia in Canada, and newly crosslisted courses such as JP 3620/RLST 3620 Asian Religions and Ethnicity in Canada. Our program has always believed strongly in offering courses that look critically at the impact of constructions of gender in religious traditions; indeed, Religion and Gender is one of the required course categories. The newly articulated Learning Outcome 7 refines this goal of the program to include non-binary language; also, the adoption of new courses and newly cross-listed courses will offer more options for students to obtain credits in the Religion and Gender course category.

Acquiring knowledge and understanding of the origins and central teachings of the religious traditions remains an integral component of the program (see 2, 5, and 8) but the program is moving in a direction of emphasizing how the religions continually change and adapt to new situations and from interaction with one another. To this end, several of our courses specifically focus on the diversity present in religious traditions, such as RLST 1850 The Bible in Modern

Contexts, RLST 3819 Outsiders Inside Religion, and RLST 4825 Diversity in Early Christianity. As part of the Humanities department, the RLST program is committed to teaching our students how to research and write effectively (see LO 7); but RLST is unique among the Humanities in that many of our students come to class with deeply held religious beliefs that may be challenged by the course content and class discussion. Students will be encouraged to think critically about all of the religious traditions, including their own, but in safe and respectful dialogue with teachers and their fellow students.

Finally, we want our students to think about the meaning of religion, and how scholars before them have sought to define it and determine its functions and origins (see 3 and 4), particularly in light of recent challenges to Western hegemonies by feminist criticism, post-colonial criticism, and other new approaches. These Learning Outcomes are particularly examined in our two core courses, RLST 3803 Methods in the Study of Religion and RLST 3804 Theories in the Study of Religion, but they also are reflected in such courses as RLST 1165 Gods and Humans, RLST 1860 The Nature of Religion, and our newest course RLST 3800 God Online: Religion in the Digital Age.

Learning Outcomes

> 1. Describe and analyze the religious landscape represented in the York community and identify its points of intersection with religions in Canada and throughout the world.
> 2. Analyze and evaluate how some local, national, and international events are motivated by religious differences and/or religious co-operation.
> 3. Apply knowledge of the origins, development, and interactions of religions to non-religious groups or phenomena that are influenced by similar motivations and interests—e.g., sporting events, celebrity, etc.
> 4. Identify the major theories and methods in the field of Religious Studies and examine how they continue to develop in light of contemporary events and controversies.
> 5. Apply an awareness of the one-sided nature of most sources in order to draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues.
> 6. Communicate their ideas effectively in written, oral, and visual forms, with respect for the positions of others, particularly those who have difficulty examining their own traditions critically.
> 7. Examine the impact of constructions of gender in religious traditions, including gendered representation of the divine, the experiences of non-normative members of religious communities, and their contributions to the academic study of religion.
> 8. Engage in discussions with and about adherents of religious traditions with the benefit of the understanding that comes from knowledge of the history and development as well as the practices of those traditions.

9. Consultation with Relevant Academic Units

The changes to the Religious Studies program are supported by the Department of Humanities (letter of support attached). I have consulted with all of the program chairs and/or UPDs about crosslisting their courses with Religious Studies and everyone responded enthusiastically, seeing

value in making their courses more visible to Religious Studies students interested in the content covered by their courses. In most cases these courses were already on the list of courses accepted for Religious Studies credit; crosslisting only makes this association more clear to students. Completed consultation forms are attached. The table below lists the newly cross-listed courses and our consultation partners.

Consulted with Program/Dept. and Contact	COURSES TO BE CROSSLISTED Course Codes
Anthropology, Shubhra Gururani (chrant@yorku.ca)	ANTH 3320 3.0; ANTH 3570 6.0
International Studies (Glendon), Stanislav Kirschbaum (stankosk@glendon.yorku.ca)	GL/ILST 4210 3.0
School of the Arts, Media, Performance & Design (Louise Wrazen lwrazen@yorku.ca)	FA/MUSI 3700 3.0
School of Gender, Sexuality and Women's Studies, Amar Wahab (gswsupd@yorku.ca)	GWST 3557 6.0; GWST 3560 3.0/GLGWST 3560 3.0; GWST 3561 3.0/GLGWST 3561 3.0; GWST 3570 6.0
Sociology (Glendon), Joanna Robinson (jrobinson@glendon.yorku.ca)	GLSOCI 2672 3.0/GLHUMA 2672 3.0; GLSOCI 3609 3.0/GLGWST 3609 3.0/GLHUMA 3609 3.0; GL/SOCI 4275 6.0
Department of Equity Studies, Diana Sargla (sargla@yorku.ca)	HREQ 3891
Department of History, Adrian Shubert (dushist@yorku.ca)	HIST 2790 6.0; HIST 3110 6.0; HIST 3325 6.0; HIST 3650 3.0; HIST 3829 3.0; HIST 3809 6.0; HIST 4100 6.0; HIST. 4581 6.0; HIST 4753 6.0
Languages, Literatures and Linguistics, Norio Ota (nota@yorku.ca)	JP 3620 3.0
Philosophy, Robert Myers (rmyers@yorku.ca)	PHIL 2035 3.0; PHIL 2040 3.0; PHIL 2090 3.0; PHIL 3095 3.0
Sociology, Michael Nijhawan (nijhawan@yorku.ca)	SOCI 3650 3.0
Social Science, Aldo Lone (alone@yorku.ca)	SOSC 3918 6.0

10. Changes to Program's Admission Requirements

None.

11. Resource Implications

No new resources are required to accommodate the curricular changes. The proposed changes are predominantly to remove from the program offerings that are no longer active and therefore highlight existing and active offerings to students who need to complete the degree requirements.

12. Changes to Mode of Delivery

None

13. Changes to Assessment of Teaching and Learning

None

14. Accommodations for Students Currently Enrolled in the Program

Students currently enrolled will not be required to take RLST 2805. The changes to course categories will be implemented immediately as it will only benefit current students to have the requirements for the major streamlined. Tracking the course categories is already difficult for the Registrar; the new system will be made much easier administratively. Students in the program will need some advising as they approach graduation and consultation will be required between the Program Coordinator and the Registrar for each student; however, the requirements are currently so complicated that this consultation is already a necessity.

Current students may also opt to follow the existing version of the program requirements, according to the university's policy.

15. Appendix: Changes to Undergraduate Calendar

Current Calendar Copy Example: ~~Delete this test~~	Proposed Calendar Copy Example: **Add this text**
For purposes of meeting program requirements, all nine-credit general education (foundations) courses will count as six credits towards the major. All approved general education courses may count for general education credits; some may count for major credits; none may count as both. **Specialized Honours BA: 120 Credits** **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00. **General education:** a minimum of 21 general education credits as follows: • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken **Major credits:** at least 54 credits from the religious studies list of courses, including: • ~~AP/HUMA 3803 3.00;~~	For purposes of meeting program requirements, all nine-credit general education (foundations) courses will count as six credits towards the major. All approved general education courses may count for general education credits; some may count for major credits; none may count as both. **Specialized Honours BA: 120 Credits** **Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. **Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00. **General education:** a minimum of 21 general education credits as follows: • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken **Major credits:** at least 54 credits from the religious studies list of courses, including: • **AP/RLST 2805 6.00;**

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- AP/HUMA 3804 3.00;

- at least one course from each of categories 1-5 of the religious studies courses*;

- 12 credits at the 4000 level.

*Note: students must take courses that cover at least three different religions.

Note: language courses (category 6) are strongly recommended but not required. Up to 12 credits in language courses may be counted towards the Religious Studies degree.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

</td><td>

- **AP/RLST 3803 3.00;**

- **AP/RLST 3804 3.00;**

- at least one course from each of categories 1-4 of the religious studies courses*;

- 12 credits at the 4000 level.

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Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)

- a 9.00 credit approved general education course in the social science or humanities categories

- a 6.00 credit approved general education course in the opposite category to the

Right column:

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)

- a 9.00 credit approved general education course in the social science or humanities categories

- a 6.00 credit approved general education course in the opposite category to the

9.00 credit course in social science or humanities already taken

Major credits: at least 48 credits from the religious studies list of courses, including:

- ~~AP/HUMA 3803 3.00;~~
- ~~AP/HUMA 3804 3.00;~~
- at least one course from each of categories 1 ~~5~~ of the religious studies courses*;
- 12 credits at the 4000 level.

~~***Note:** students must take courses that cover at least three different religions.~~

~~**Note:** language courses (category 6) are strongly recommended but not required. Up to 12 credits in language courses may be counted towards the Religious Studies degree.~~

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

9.00 credit course in social science or humanities already taken

Major credits: at least 48 credits from the religious studies list of courses, including:

- **AP/RLST 2805 6.00;**
- **AP/RLST 3803 3.00;**
- **AP/RLST 3804 3.00;**
- at least one course from each of categories **1-4** of the religious studies courses*;
- 12 credits at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Double Major Interdisciplinary (Linked) BA

Religious studies may be linked with any Honours Double Major Interdisciplinary BA program in the new Faculty. Students must take at least 36 credits in religious studies and at least 36 credits in the interdisciplinary program. Courses taken to meet religious studies requirements cannot also be used to meet the requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least six credits in religious studies and six credits in the interdisciplinary program. For further details of requirements, refer to the listings for specific Honours Double Major Interdisciplinary BA programs.

Note: in a double major program, a course may count only once toward major credit.

Major credits: at least 36 credits from the religious studies list of courses, including:

- ~~AP/HUMA 3803 3.00;~~

- ~~AP/HUMA 3804 3.00;~~

- at least one course from each of categories 1-~~5~~ of the religious studies courses*;

- 12 credits at the 4000 level.

~~***Note:** students must take courses that cover at least three different religions.~~

~~**Note:** language courses (category 6) are strongly recommended but not required. Up to 12 credits in language courses may be counted towards the Religious Studies degree.~~

- **AP/RLST 2805 6.00;**

- **AP/RLST 3803 3.00;**

- **AP/RLST 3804 3.00;**

- at least one course from each of categories **1-4** of the religious studies courses*;

- 12 credits at the 4000 level.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Minor credits: at least 30 credits from the religious studies list of courses, including:

- AP/HUMA 3803 3.00;
- AP/HUMA 3804 3.00;
- six credits at the 4000 level.

*Note: students must take courses that cover at least three different religions.

Honours Minor degree programs in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculty of Environmental Studies, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Minor credits: at least 30 credits from the religious studies list of courses, including:

- **AP/RLST 3803 3.00;**
- **AP/RLST 3804 3.00;**
- six credits at the 4000 level.

*Note: students must take courses that cover at least three different religious traditions, **or two different religious traditions plus one**

~~**Note:** language courses (category 6) are strongly recommended but not required. Up to 12 credits in language courses may be counted towards the Religious Studies degree.~~	**course listed as covering "multiple" traditions.**

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)

- a 9.00 credit approved general education course in the social science or humanities categories

- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: at least 36 credits from the religious studies list of courses, including:

- ~~AP/HUMA 3803 3.00;~~

- ~~AP/HUMA 3804 3.00;~~

- at least one course from each of categories 1-~~5~~ of the religious studies courses*;

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)

- a 9.00 credit approved general education course in the social science or humanities categories

- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: at least 36 credits from the religious studies list of courses, including:

- **AP/RLST 2805 6.00;**

- **AP/RLST 3803 3.00;**

- **AP/RLST 3804 3.00;**

- at least one course from each of categories **1-4** of the religious studies courses*;

• 12 credits above the 2000 level. ~~***Note:** students must take courses that cover at least three different religions.~~ ~~**Note:** language courses (category 6) are strongly recommended but not required. Up to 12 credits in language courses may be counted towards the Religious Studies degree.~~ **Note:** at least 12 credits in the major at the 3000 level or above. **Upper-level credits:** at least 18 credits at the 3000 or 4000 level. **Credits outside the major:** at least 18 credits.	• 12 credits at the 4000 level. **Note:** at least 12 credits in the major at the 3000 level or above. **Upper-level credits:** at least 18 credits at the 3000 or 4000 level. **Credits outside the major:** at least 18 credits.

Religious Studies Courses	Religious Studies Courses
1. Religion, Literature, and the Arts	1. Religion, Literature, and the Arts
~~AP/GEOG 4250 3.00~~	**AP/RLST 1105 9.00 (cross-listed as AP/CLST 1105 9.00)**
~~AP/HEB 3210 3.00~~	**AP/RLST 1165 6.00**
~~AP/HEB 3211 3.00~~	**AP/RLST 1844 6.00**
~~AP/HEB 3220 3.00~~	**AP/RLST 1855 9.00**
~~AP/HEB 3221 3.00~~	**AP/RLST 1870 6.00**
~~AP/HEB 3230 3.00~~	**AP/RLST 3106 6.00 (cross-listed to AP/CLST 3106 6.00)**
~~AP/HEB 3231 3.00~~	**AP/RLST 3421 3.00 (cross-listed to AP/CLST 3421 3.00)**
~~AP/HEB 3320 3.00~~	**AP/RLST 3422 3.00 (cross-listed to AP/CLST 3422 3.00)**
~~AP/HEB 3330 3.00~~	
~~AP/HEB 3360 3.00~~	**AP/RLST 3423 3.00**
~~AP/HEB 3370 3.00~~	**AP/RLST 3424 3.00**
~~AP/HEB 3500 6.00~~	**AP/RLST 3425 3.00**
~~AP/HEB 3600 6.00~~	**AP/RLST 3435 3.00**
~~AP/HEB 3710 3.00~~	**AP/RLST 3700 3.00 (cross-listed to: FA/MUSI 3700 3.00)**
~~AP/HEB 3770 3.00~~	
AP/HUMA 1855 9.00	**AP/RLST 3810 6.00**
AP/HUMA 1870 6.00	**AP/RLST 3826 3.00**
~~AP/HUMA 2105 6.00 (cross-listed to: AP/CLST 2105 6.00)~~	**AP/RLST 3827 3.00**
~~AP/HUMA 2515 6.00~~	**AP/RLST 4107 6.00 (cross-listed to AP/CLST 3422 3.00)**
~~AP/HUMA 2830 6.00 (cross-listed to: AP/CLST 2830 6.00)~~	
~~AP/HUMA 3100 6.00 (cross-listed to: AP/CLST 3100 6.00)~~	**AP/RLST 4809 6.00**
~~AP/HUMA 3415 3.00~~	**AP/RLST 4810 6.00**
~~AP/HUMA 3417 3.00~~	**AP/RLST 4812 3.00**
AP/HUMA 3421 3.00 (cross-listed to: AP/CLST 3421 3.00)	**AP/RLST 4813 3.00**
	AP/RLST 4813 6.00
AP/HUMA 3422 3.00 (cross-listed to: AP/CLST 3422 3.00)	**AP/RLST 4819 3.00**
	AP/RLST 4819 6.00
AP/HUMA 3423 3.00	
AP/HUMA 3424 3.00	
AP/HUMA 3425 3.00	
AP/HUMA 3810 6.00	
AP/HUMA 3826 3.00	
~~AP/HUMA 3827 3.00~~	
~~AP/HUMA 3827 3.00~~	
~~AP/HUMA 3845 6.00~~	
~~AP/HUMA 3875 6.00~~	
~~AP/HUMA 4630 6.00~~	
~~AP/HUMA 4730 6.00~~	
~~AP/HUMA 4775 3.00~~	
AP/HUMA 4809 6.00	
AP/HUMA 4810 6.00	

AP/HUMA 4812 3.00 AP/HUMA 4813 3.00 AP/HUMA 4813 6.00 AP/HUMA 4816 3.00 AP/HUMA 4816 6.00 AP/HUMA 4819 3.00 AP/HUMA 4819 6.00 ~~AP/IT 4330 3.00~~ ~~FA/THEA 4334 3.00~~ ~~FA/THEA 4334 6.00~~ ~~FA/VISA 3343 3.00~~ ~~FA/VISA 3344 3.00~~	

2. Religion and Gender	2. Religion and Gender
AP/HUMA 3510 6.00 (cross-listed to: AP/MIST 3520 6.00)	**AP/RLST 3510 6.00**
AP/HUMA 3518 6.00	**AP/RLST 3518 6.00**
AP/HUMA 3519 6.00	**AP/RLST 3519 6.00**
AP/HUMA 3814 6.00	**AP/RLST 3557 6.00 (cross-listed to AP/GWST 3557 6.00)**
~~AP/HUMA 3821 3.00~~	**AP/RLST 3560 3.00 (cross-listed to AP/GWST 3560 3.00 and GL/GWST 3560 3.00)**
AP/HUMA 3856 3.00	**AP/RLST 3561 3.00 (cross-listed to AP/GWST 3561 3.00 and GL/GWST 3561 3.00)**
~~AP/HUMA 3950 6.00~~	**AP/RLST 3580 6.00 (cross-listed to AP/GWST 3570 6.00)**
AP/HUMA 4656 6.00	**AP/RLST 3609 3.00 (cross-listed to GL/SOCI 3609 3.00, GL/GWST 3609 3.00 and GL/HUMA 3609 3.00)**
AP/HUMA 4755 3.00	**AP/RLST 3814 6.00**
AP/HUMA 4816 3.00	**AP/RLST 3819 3.00**
AP/HUMA 4816 6.00	**AP/RLST 3856 3.00**
AP/HUMA 4822 3.00	**AP/RLST 3891 3.00 (cross-listed to AP/HREQ 3891 3.00 and GL/GWST 3890 3.00)**
AP/GWST 3560 3.00 (cross-listed to: GL/GWST 3560 3.00)	**AP/RLST 4656 6.00**
AP/GWST 3561 3.00 (cross-listed to: GL/GWST 3561 3.00)	**AP/RLST 4750 3.00**
~~GL/SOCI 3600 3.00 (cross-listed to: GL/GWST 3600 3.00)~~	**AP/RLST 4755 3.00**
	AP/RLST 4808 6.00
	AP/RLST 4816 3.00
	AP/RLST 4816 6.00

3. Religious Thought and Practices	3. Religious Thought and Practices
~~AP/ANTH 2180 3.00~~	**AP/RLST 1400 9.00**
~~AP/ANTH 3070 3.00~~	**AP/RLST 1845 6.00**
AP/ANTH 3320 3.00	**AP/RLST 1850 6.00**
AP/ANTH 3320 6.00	**AP/RLST 1860 6.00**
~~AP/CLTR 3838 3.00 (cross-listed to: AP/HUMA 3438 3.00)~~	**AP/RLST 1865 6.00**
~~AP/GEOG 4250 3.00~~	**AP/RLST 3105 6.00 (cross-listed to CLST 3105 6.00)**
~~AP/HIST 2110 6.00~~	**AP/RLST 3110 6.00 (cross-listed to AP/HIST 3110 6.00)**
~~AP/HIST 2220 6.00~~	**AP/RLST 3320 3.00 (cross-listed to AP/ANTH 3320 3.00)**
~~AP/HIST 2790 6.00~~	**AP/RLST 3320 6.00 (cross-listed to AP/ANTH 3320 6.00)**
AP/HIST 3110 6.00	**AP/RLST 3651 3.00 (cross-listed to AP/HIST 3650 3.00)**
AP/HIST 3809 6.00 (cross-listed to: AP/HUMA 3780 6.00)	**AP/RLST 3115 6.00 (cross-listed to CLST 3115 6.00)**
~~AP/HIST 3810 6.00 (cross-listed to: AP/HUMA 3781 6.00)~~	**AP/RLST 3439 3.00**
~~AP/HIST 3811 3.00 (cross-listed to: AP/HUMA 3811 3.00)~~	**AP/RLST 3457 6.00**
~~AP/HIST 3812 3.00~~	**AP/RLST 3481 6.00**
~~AP/HUMA 3105 6.00 (cross-listed to: AP/CLST 3105 6.00)~~	**AP/RLST 3536 3.00**
AP/HUMA 3439 3.00	**AP/RLST 3795 3.00**
AP/HUMA 3440 6.00 (cross-listed to: AP/HIST 3221 6.00)	**AP/RLST 3800 6.00**
AP/HUMA 3457 6.00	**AP/RLST 3801 6.00**
AP/HUMA 3481 6.00	**AP/RLST 3802 3.00**
~~AP/HUMA 3482 6.00 (cross-listed to: AP/MIST 3482 6.00)~~	**AP/RLST 3815 6.00**
~~AP/HUMA 3519 6.00~~	**AP/RLST 3818 3.00**
AP/HUMA 3795 3.00	**AP/RLST 3831 3.00**
AP/HUMA 3801 6.00	**AP/RLST 3840 6.00**
AP/HUMA 3802 3.00 (cross-listed to: AP/MIST 3802 3.00)	**AP/RLST 3975 3.00 (cross-listed to SC/STS 3975 3.00)**
AP/HUMA 3815 6.00 (cross-listed to: AP/MIST 3815 6.00)	**AP/RLST 4100 6.00 (cross-listed to AP/HIST 4100 6.00)**
AP/HUMA 3818 3.00	**AP/RLST 4430 6.00**
AP/HUMA 3831 3.00	**AP/RLST 4653 6.00**
AP/HUMA 3840 6.00	**AP/RLST 4814 3.00**
~~AP/HUMA 3875 6.00~~	**AP/RLST 4814 6.00**
AP/HUMA 3975 3.00 (cross-listed to: SC/STS 3975 3.00)	**AP/RLST 4815 3.00**
~~AP/HUMA 4225 6.00~~	**AP/RLST 4815 6.00**
AP/HUMA 4430 6.00	**AP/RLST 4820 3.00**
~~AP/HUMA 4652 3.00~~	**AP/RLST 4825 6.00**
~~AP/HUMA 4770 3.00~~	**AP/RLST 2035 3.00 (cross-listed to AP/PHIL 2035 3.00)**
~~AP/HUMA 4807 6.00~~	**AP/RLST 2040 3.00 (cross-listed to AP/PHIL 2040 3.00)**
	AP/RLST 2090 3.00 (cross-listed to AP/PHIL 2090 3.00)

AP/HUMA 4814 3.00	**AP/RLST 3095 3.00 (cross-listed to AP/PHIL 3095 3.00)**
AP/HUMA 4814 6.00	**AP/RLST 3650 3.00 (cross-listed to AP/SOCI 3650 3.00)**
AP/HUMA 4815 3.00	
AP/HUMA 4815 6.00	
~~AP/HUMA 4817 6.00~~	
AP/HUMA 4820 3.00	
AP/HUMA 4825 6.00	
~~AP/PHIL 2020 3.00~~	
AP/PHIL 2040 3.00	
AP/PHIL 2090 3.00	
~~AP/PHIL 2120 3.00~~	
~~AP/PHIL 3125 3.00~~	
~~AP/PHIL 3200 3.00~~	
~~AP/PHIL 4030 3.00~~	
~~AP/PHIL 4040 3.00~~	
~~AP/SOSC 2430 3.00~~	
~~AP/SOSC 2430 6.00~~	
~~AP/SOSC 3918 6.00~~	
~~GL/HIST 3623 6.00 (cross-listed to: GL/HUMA 3623 6.00)~~	
~~GL/HIST 3649 3.00 (cross-listed to: GL/HUMA 3649 3.00)~~	

4. Methods and Approaches ~~AP/ANTH 3320 3.00~~ ~~AP/ANTH 3320 6.00~~ ~~AP/ANTH 3570 6.00~~ ~~AP/HUMA 1860 6.00~~ ~~AP/HUMA 1865 6.00 (cross-listed to: AP/SOSC~~ ~~2600 9.00)~~ ~~AP/HUMA 2500 6.00~~ ~~AP/HUMA 2515 6.00~~ ~~AP/HUMA 3480 6.00~~ ~~AP/HUMA 3518 6.00~~ ~~AP/HUMA 3795 3.00~~ ~~AP/HUMA 3810 6.00~~ ~~AP/HUMA 3816 3.00~~ ~~AP/HUMA 3817 3.00~~ ~~AP/HUMA 3818 3.00~~ ~~AP/HUMA 3819 3.00~~ ~~AP/HUMA 3821 3.00~~ ~~AP/HUMA 3828 6.00 (cross-listed to: AP/HIST~~ ~~3111 6.00)~~ ~~AP/HUMA 3875 6.00~~ ~~AP/HUMA 3975 3.00~~ ~~AP/HUMA 4630 3.00~~ ~~AP/HUMA 4653 6.00~~ ~~AP/HUMA 4755 3.00~~ ~~AP/HUMA 4771 3.00~~ ~~AP/PHIL 3095 3.00~~ ~~AP/SOCI 3650 3.00~~ ~~AP/SOCI 3650 6.00~~ ~~GL/PHIL 3931 3.00 (cross-listed to: GL/HUMA~~ ~~3931 3.00, GL/MODR 3931 3.00)~~ ~~GL/SOCI 2525 3.00~~	

5. Self, Society and the Other	4. Self, Society and the Other
~~AP/ANTH 2180 3.00~~	**AP/RLST 1710 6.00 (cross-listed to AP/CLST 1710 6.00)**
~~AP/ANTH 4250 6.00~~	**AP/RLST 1875 9.00**
~~AP/HIST 2220 6.00~~	**AP/RLST 1880 6.00**
~~AP/HIST 2710 6.00~~	**AP/RLST 2672 3.00 (cross-listed to GL/SOCI 2672 3.00 and GL/HUMA 2672 3.00)**
~~AP/HIST 3100 6.00~~	**(AP/RLST 3325 6.00 (cross-listed to AP/HIST 3325 6.00)**
~~AP/HIST 3110 6.00~~	**AP/RLST 3570 6.00 (cross-listed to AP/ANTH 3570 6.00)**
~~AP/HIST 3555 6.00~~	**AP/RLST 3620 3.00 (cross-listed to AP/JP 3620 3.00)**
~~AP/HIST 3791 6.00~~	**AP/RLST 3816 3.00**
~~AP/HIST 3860 6.00~~	**AP/RLST 3817 3.00**
~~AP/HIST 4385 6.00~~	**AP/RLST 3825 6.00**
AP/HIST 4753 6.00	**AP/RLST 3829 3.00 (cross-listed to AP/HIST 3829 3.00)**
~~AP/HUMA 1105 9.00 (cross-listed to: AP/CLST 1105 9.00)~~	**AP/RLST 3835 3.00**
~~AP/HUMA 1106 9.00 (cross-listed to: AP/CLST 1106 9.00)~~	**AP/RLST 3841 3.00**
~~AP/HUMA 1125 9.00~~	**AP/RLST 3843 3.00**
~~AP/HUMA 1300 9.00~~	**AP/RLST 3850 6.00 (cross-listed to AP/HIST 3321 6.00)**
AP/HUMA 1710 6.00 (cross-listed to: AP/CLST 1710 6.00)	**AP/RLST 3855 6.00**
~~AP/HUMA 1846 6.00~~	**AP/RLST 3858 3.00**
~~AP/HUMA 1855 9.00~~	**AP/RLST 3917 6.00 (cross-listed to SOSC 3917 6.00)**
AP/HUMA 1875 9.00	**AP/RLST 3918 6.00 (cross-listed to AP/SOSC 3918 6.00)**
AP/HUMA 1880 6.00	**AP/RLST 4178 6.00**
~~AP/HUMA 2500 6.00~~	**AP/RLST 4190 6.00**
~~AP/HUMA 2805 6.00~~	**AP/RLST 4210 3.00 (cross-listed to GL/ILST 4210 3.00)**
~~AP/HUMA 3110 6.00 (cross-listed to: AP/CLST 3110 6.00)~~	**AP/RLST 4275 6.00 (cross-listed to GL/SOCI 4275 6.00)**
~~AP/HUMA 3200 6.00~~	**(AP/RLST 4581 (cross-listed to AP/HIST 4581 6.00)**
~~AP/HUMA 3425 6.00~~	**AP/RLST 4753 6.00 (cross-listed to AP/HIST 4753 6.00)**
~~AP/HUMA 3481 6.00~~	**AP/RLST 4770 3.00**
~~AP/HUMA 3810 6.00~~	**AP/RLST 4771 3.00**
AP/HUMA 3825 6.00	**AP/RLST 4775 3.00**
AP/HUMA 3829 3.00 (cross-listed to: AP/HIST 3829 3.00)	**AP/RLST 4803 6.00 (cross-listed to AP/HIST 4225 6.00)**
AP/HUMA 3835 3.00	**AP/RLST 4826 3.00**
AP/HUMA 3850 6.00 (cross-listed to: AP/HIST 3321 6.00)	**AP/RLST 4827 3.00 (cross-listed to AP/CLST 4827 3.00)**
AP/HUMA 3855 6.00	
~~AP/HUMA 4225 6.00~~	
AP/HUMA 4535 3.00 (cross-listed to: AP/CLTR 4535 3.00)	
~~AP/HUMA 4630 3.00~~	
~~AP/HUMA 4755 3.00~~	
AP/HUMA 4770 3.00	

| AP/HUMA 4803 6.00 (cross-listed to: AP/HIST 4225 6.00)
~~AP/HUMA 4804 6.00~~
~~AP/HUMA 4808 6.00~~
AP/HUMA 4811 3.00
~~AP/HUMA 4821 3.00~~
~~AP/HUMA 4825 6.00~~
AP/HUMA 4826 3.00
AP/HUMA 4827 3.00 (cross-listed to: AP/CLST 4827 3.00)
~~AP/MIST 4040 6.00~~
~~AP/SOSC 2430 3.00~~
~~AP/SOSC 2430 6.00~~
~~AP/SOSC 3917 3.00 (cross-listed to: AP/HUMA 3917 3.00)~~
~~GL/SOCI 4615 6.00 (cross-listed to: GL/ILST 4615 6.00)~~ | |

~~6. Languages~~ ~~AP/ARB 1000 6.00~~ ~~AP/ARB 1010 6.00~~ ~~AP/ARB 2000 6.00~~ ~~AP/ARB 2700 6.00 (cross-listed to: AP/HUMA~~ ~~2710 6.00)~~ ~~AP/ARB 3000 6.00~~ ~~AP/CH 1000 6.00~~ ~~AP/CH 1010 6.00~~ ~~AP/CH 2000 6.00~~ ~~AP/CH 2030 6.00~~ ~~AP/CH 3000 6.00~~ ~~AP/GK 1000 6.00~~ ~~AP/GK 2000 6.00~~ ~~AP/HEB 1000 6.00~~ ~~AP/HEB 2000 6.00~~ ~~AP/HEB 3000 6.00~~ ~~AP/HEB 3710 6.00~~ ~~AP/HEB 4000 6.00~~ ~~AP/HND 1000 6.00~~ ~~AP/HND 2000 6.00~~ ~~AP/HND 2700 6.00~~ ~~AP/JP 1000 6.00~~ ~~AP/JP 2000 6.00~~ ~~AP/JP 3000 6.00~~ ~~AP/JP 4000 6.00~~ ~~AP/LA 1000 6.00~~ ~~AP/LA 2000 6.00~~	

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

**Department of
Humanities**

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TO: Committee on Curricular Policy and Standards

FROM: Elicia Clements, Chair, Department of Humanities

RE: Letter of Support for Religious Studies Major Modification Proposal

DATE: September 22, 2020

Dear Committee Members,

I am writing to confirm departmental support for the Religious Studies Major Modification Proposal. The proposal was approved by the Department of Humanities Curriculum Committee and the Humanities Department at large on September 21, 2020.

Yours truly,

Elicia Clements

DIVISION OF STUDENTS

Office of the University Registrar

Darran A. Fernandez
University Registrar

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

June 10, 2021

To: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposal for Major Modification to Religious Studies

The proposal for the Major Modification to the Religious Studies program has been reviewed by the Office of the University Registrar.

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

Sincerely,

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

Updates to Regulations – Academic Petitions and Appeals

Current Location

Academic Petitions and Appeals: https://gradstudies.yorku.ca/current-students/regulations/petitions/; and

Leaves of Absence: https://gradstudies.yorku.ca/current-students/regulations/registration/#leaves; and

Degree Types – Minimum Requirements and Regulations: https://gradstudies.yorku.ca/current-students/regulations/degree-types/#masterstime and https://gradstudies.yorku.ca/current-students/regulations/degree-types/#doctoraltime; and

Courses and Grading: https://gradstudies.yorku.ca/current-students/regulations/courses-grading/#reports

Rationale

Graduate petitions are currently in the process of being moved to a new workflow software – titled *Flowable* – and the initiative has highlighted the need to revisit FGS regulations on petitions. It offers a timely opportunity to examine existing petitions to consider adding new types as well as removing outdated types that are no longer needed, or that have evolved. This evolution has occurred over time to be adaptable to changing circumstances to best support the student experience. With the introduction of digital processes to create a seamless experience for students and administrators, aligning existing regulations with current practices will ensure clarity for all parties.

For example, this proposal suggests removing *External Student Status* (Leave of Absence) as it is no longer used and combining *Elective* and *Exceptional Circumstances* (Leave of Absences) into a new petition simply called *General Leave of Absence*. This proposal also recommends adding some new petition types such as *Course Drop (Withdrawal)* and *Course Extension (for Incomplete Coursework)* to address the fact that current registration rules and regulations (see: https://gradstudies.yorku.ca/current-students/regulations/registration/) reference the need for students to petition and yet no such formal petition type currently exists. These recommendations are based on petition requests that FGS currently receives from graduate students. The Petitions Subcommittee

has been accepting petitions using an *Other* petition category to best support students in specific unanticipated circumstances, and this practice has existed for some time despite not being a formal petition category. Additionally, *COVID-19 Extension of Part-time Status* is recommended to be formally added to the regulations as this will be continuing for the foreseeable future. There is a need to revisit the naming of petition types since graduate students will submit petitions directly on the new digital system, rather than submitting them through their home graduate program. Therefore, this proposal aims to make petition types more understandable to students, with clear affiliations between the system's architecture and Faculty regulations. It also aims to remove process language, which has crept into petitions rules and regulations over time. Process information is dynamic, and changes based on systems and staffing. This information will be made available to students on our petitions website and separate from the rules and regulations.

Finally, this proposal also looks ahead to the Student System Renewal Program (SSRP). The Petitions Committee of the Whole has taken into account how petitions are being coded in our current Student Information System (SIS) and puts forward this proposal to consider the petition types needed in the new information system, including essential data points needed to inform future decision making on student supports.

Process information will appear on our website, in user-friendly language, to prepare students for each of these petitions and their intersections.

This update will take effect immediately following Senate approval. Regulations to be reviewed in five years following Senate approval.

Academic Petitions and Appeals

Existing Copy (Change From):	Proposed Copy (Change To):
Purpose/Senate Guidelines The purpose of academic regulations is to allow students to develop their interests and talents to the fullest in ways consistent with policy of the Faculty. In establishing academic regulations, the Faculty also recognizes that instances will arise where it makes sense, in the context of a student's academic career, to waive regulations which would otherwise apply. The purpose of an academic petition is to request an exemption from an academic regulation or deadline. ~~Being unfamiliar of regulations or deadlines does not constitute a valid reason for an academic petition.~~ Academic petitions and appeals in the Faculty of Graduate Studies are governed by the Senate Guidelines for the consideration of petitions/appeals by Faculty Committees. Petitions must be initiated within 12 months of an issue arising. Petitions on issues beyond the 12 month timeline will not be considered, except in truly exceptional circumstances. Only in exceptional circumstances will a retroactive (before start date of the current term) academic petition be considered and/or granted. Retroactive petitions must adhere to the 12 month time limit. **How to Submit** **Academic Petition Submission Guidelines** • ~~Submit complete petitions to home program office. Allow 4 to 6 weeks for processing.~~ • ~~Include a statement with the~~	**Purpose/Senate Guidelines** The purpose of academic regulations is to allow students to develop their interests and talents to the fullest in ways consistent with policy of the Faculty. In establishing academic regulations, the Faculty also recognizes that instances will arise where it makes sense, in the context of a student's academic career, to waive regulations which would otherwise apply. The purpose of an academic petition is to request an exemption from an academic regulation or deadline. Academic petitions and appeals in the Faculty of Graduate Studies are governed by the Senate Guidelines for the consideration of petitions/appeals by Faculty Committees. Petitions must be initiated within 12 months of an issue arising. Petitions on issues beyond the 12-month timeline will not be considered, except in truly exceptional circumstances. Only in exceptional circumstances will a retroactive (before start date of the current term) academic petition be considered and/or granted. Retroactive petitions must adhere to the 12-month time limit. Making false statements on a petition is a breach on the Senate Policy on Academic Honesty. A petition will not normally be processed if the student

academic rational for the request and attach any relevant documentation.

- Making false statements on this form is a breach on the Senate Policy on Academic Honesty.
- A petition will not normally be processed if the student is not in good academic or financial standing.
- Incomplete petitions will be cancelled after 10 days. Students will be notified if further action is required on their behalf.
- Decisions will be communicated via email to the provided address with copy to the program.

Academic Petitions: Procedural Guidelines

1. Academic petitions in the Faculty of Graduate Studies are initiated by students by submitting a completed Academic Petition Form (.pdf). A completed academic petition form and any required or relevant supplemental documentation must be submitted to the office of the graduate program concerned. (Students in the Schulich School of Business should consult their program offices for petitions and appeals procedures.)When preparing a petition, petitioners should seek the advice of the graduate program director or the graduate program assistant. In instances in which the graduate program director is the subject of the petition, petitioners shall seek the advice of another member of the program's graduate executive committee. If the petition involves an undergraduate course, the petitioner should seek the advice of the undergraduate unit in which the

is not in good academic or financial standing.

Appeals of Petitions Decisions: Procedural Guidelines

Please visit Regulations - Leave to Appeal for further information.

General Petitions

1. **Reinstatement to Continue:** Students who have withdrawn in good standing may petition for reinstatement to continue within three terms (12 months) following a withdrawal. After that time, students must normally apply for readmission rather than reinstatement. Reinstatement to continue in a program does not guarantee funding will continue as outlined in the student's original funding offer.

2. **Reinstatement to Complete:** Students who have withdrawn in good standing may petition for reinstatement to complete in order to defend a thesis/dissertation or finish a major research paper at any time following their withdrawal, on the condition that the thesis/dissertation or major research paper is ready to proceed to defence or be completed. Students who have withdrawn in good standing may also petition for reinstatement to complete when a program is ready to conduct a degree audit and recommend convocation. Such petitions must include evidence of support from the supervisory committee and

course is offered.

2. ~~Following submission of the completed petition to the graduate program office, the graduate program director or alternate (in cases where the graduate program director is unavailable or is the subject of the petition) reviews the petition and makes a positive or negative recommendation and rationale for the recommendation to the Faculty of Graduate Studies. This recommendation, including the completed petition form and any required or relevant supplemental documentation, is forwarded to the secretary of the Faculty of Graduate Studies Petitions Committee.~~

3. ~~The committee secretary, or designate, may record on the petition form information pertaining to the petitioner's standing in the Faculty. This information includes Leaves of Absence, the number of courses that are Incomplete, any other pertinent information (e.g., the number of C or F grades), and a statement of any fees owing. If a petitioner is not in good standing, the petitioner will be asked to address the issue that is placing them in poor standing.~~

4. ~~Petitions received in the Faculty of Graduate Studies are reviewed by an administrative officer who conducts an initial assessment of the petition.~~

5. ~~Incomplete petitions. The administrative officer will inform the program and/or the petitioner (as appropriate) that additional information must be provided and that such information must be provided within 10 business days of notification. Where the petitioner fails to provide the information~~

graduate program director, who must confirm that the thesis/dissertation is ready to proceed to defence or that the student has satisfied all degree requirements and simply needs to reinstate to complete.

3. **Extension of Program Time Limit (CUPE 3903):** Extension of program time limit and/or priority pool entitlement requests may be made related to CUPE 3903 service, disability/illness/injury, or for grounds protected under the Ontario Human Rights Code, as specified in the CUPE 3903 Unit 1 and Unit 3 Collective Agreements.

4. **Extension of Program Time Limit (Non-CUPE 3903):** Any non-CUPE 3903 petitions for program extension will be considered to be for part-time status.

5. **COVID-19 Extension of Part-time Status:** Students whose program completion in 2020–2021 is unavoidably delayed because of COVID-related public health restrictions may petition for a one-term extension in part-time registration status, cost-free, bearing no tuition or fee.

6. **Course Extension (for Incomplete Coursework):** After one term with an Incomplete ('I') designation in a course, students whose work is still not complete can,

requested, the petition will receive no further consideration.

6. Complete petitions. Normally, such petitions will be processed within 20 business days of receipt of a complete petition by the Faculty of Graduate Studies. Where the recommendation from the graduate program is to deny the petition, the petition is referred to the Faculty of Graduate Studies Petitions Committee for consideration at its next-scheduled meeting None of the parties involved in a petition may be present at the Petitions Committee meeting. Decisions are normally made available to petitioners within 10 business days of the Petitions Committee meeting.

7. Notification of decision. The Faculty of Graduate Studies will notify the petitioner of results, with reason(s), via email to the email address provided on the Petition Form, with a copy to the program. Petitioners are responsible for notifying the graduate program office of the means by which they can be reached throughout the petition process and must notify the University of any change in the relevant contact information. When a petition is denied, information regarding appeal procedures will be provided with the decision correspondence.

Appeals of Petitions Decisions: Procedural Guidelines

Please visit Regulations - Leave to Appeal for further information.

Petition Types

with the Course Instructor's permission, petition for a further extension to a new due date. The extension will not normally be for more than one term.

Information on the designation of 'I' and relevant timelines is available at Grade Reports.

Please visit Important Dates for applicable course extension (for incomplete coursework) deadlines in the academic year.

7. **Course Drop (Withdrawal):** Students may withdraw from a course by the posted drop deadline (i.e. the last date to drop courses without receiving a grade). Students requesting to drop a course beyond the posted drop date for a term can petition to drop the course. A 'W' (withdrew in good standing) will be recorded in place of a grade to indicate that a student was authorized to withdraw in good standing from a course.

Information on the designation of 'W' and relevant timelines is available at Grade Reports.

Please visit Important Dates for applicable course drop (withdrawal) deadlines in the academic year.

8. **Transfer Credit (Advanced Standing):** Students may request transfer credit (advanced standing) for

~~Full regulations applicable to each category of request are available in the Registration section of the FGS Regulations.~~

1. ~~**Leave of Absence:** A Leave of Absence will not be granted during an extension of program time limits. The maximum number of terms and associated fees are dependent upon the type of Leave as per the table below:~~

~~Leave of Absence~~	~~Maximum Number of Terms~~
~~External Student Status~~	~~Up to 3 terms (over the course of program)~~
~~Elective~~	~~One term (over the course of a program)~~
~~Exceptional Circumstances~~	~~Up to 3 terms (over the course of program)~~
~~Family Care~~	~~Up to 5 terms per reason (over the course of a program)~~
~~No Course Available~~	~~One term at a time (no limits)~~

graduate-level courses completed at York University or another institution that have not been used to fulfill the requirements of another degree program or graduate diploma.

Information on applicable conditions is available at Transfer Credit (Advanced Standing).

9. **Substitute Degree Requirement:**
   In rare circumstances and with the approval of the Graduate Program Director, students may petition to substitute a degree requirement and replace it with an equivalent alternative to fulfill the degree requirement of the program or graduate diploma.

10. **Other Petition:** Students may use this petition type to request something that does not fit in the petitions listed above.

Leaves of Absence Petitions

The requirement of continuous registration supports students toward the timely completion of their studies. However, the university recognizes that from time to time students may need to be absent from their studies while maintaining an affiliation with York University. While on leave, students are expected to be away from activities as a graduate student (activities such as attending classes or completing incomplete work from previous terms, research work,

~~Please note that the approval of any leave will affect your funding for that term. Leaves requested for a term that has already started will be considered retroactive.~~

2. **Reinstatement:** Students who have withdrawn in good standing may petition for reinstatement within three terms (12 months) following a withdrawal. After that time, students must normally apply for readmission rather than reinstatement. Reinstatement into a program does not guarantee funding will continue as outlined in your original funding offer.

3. **Reinstatement to ~~Defend~~:** Students who have withdrawn in good standing may petition for reinstatement to defend a thesis/dissertation at any time following their withdrawal, on the condition that the thesis/dissertation is ready to proceed to defence. Such petitions must include evidence ~~and~~ support from the supervisory committee and graduate program director, who must confirm that the thesis/dissertation is ready to proceed to defence.

4. **Extension of Program Time Limit:**
   a. ~~All petitions for extensions will be assumed to be for part-time status unless otherwise specified with the exception of requests related to the provisions of the CUPE 3903 Collective Agreement.~~
   b. ~~Extension of program time limit request must always be accompanied by:~~
      - ~~A student statement with explanation of why timely~~

access to the university's facilities and resources). Students should not expect to receive feedback related to academic progress, including communication regarding supervision or course/research work. While on leave, students are not eligible to receive awards or other funding-related payments. Students should also be familiar with leaves of absence policies from applicable award granting agencies to ensure they do not conflict with their planned leave at the university. Except in truly exceptional circumstances, retroactive leaves cannot be granted. Students must have begun their first term of study in order to request a leave of absence.

1. General Leave of Absence:

Available to students who need to be absent from their studies.

Restrictions:

- Maximum number of terms (over the course of the program of study): 3

2. Family Care Leave of Absence:
Available to students for whom significant care-giving responsibilities of a family member require the student to be absent from their studies. Leaves considered under this category include those arising in relation to: pregnancy; the birth or adoption of a child; and providing care and support for an ill child, spouse, parent, grandparent or other family member.

Restrictions:

- Maximum number of terms of leave (over the course of the

progress was not made and
progress made to date.

- A detailed plan with timeline
  for completing the remainder
  of the degree, including post-
  oral examination revisions,
  and
- A statement from the
  student's supervisor
  commenting on the request
  and the plan.

c. Extension of program time limit
   and/or priority pool entitlement
   requests may be made related to
   CUPE service (Unit 1 article
   15.09.02 and 15.09.04; Unit 3
   article 11.04.4) or
   disability/illness/injury (unit 1
   articles 15.10 and 12.03.02; Unit
   3 article 11.05).

   - The request should be
     accompanied by evidence of
     service on CUPE executive or
     bargaining team as
     applicable, or medical
     certification as to the effect of
     the disability or disabilities,
     illness or injury upon the
     progress of the student's
     work. Petitions based on
     disability/illness/injury are
     reviewed directly by the Dean
     of the Faculty of Graduate
     Studies.

5. **Advanced Standing:** Advanced
   standing requests must be
   accompanied by copies of
   transcripts and course descriptions
   for the courses for which advanced
   standing is being sought along with
   either a listing of York courses that
   would be considered equivalent or a
   statement from the student's
   supervisor or the graduate program
   director attesting to the equivalency

program of study): 5 per
reason

**3. No Course Available Leave of
Absence:** Students in coursework
only programs of study may petition
for a No Course Available Leave of
Absence if no suitable course is
offered in any given term. In
exceptional circumstances, other
students who are unable to make
meaningful progress towards
completion of degree requirements,
other than by taking a course, may
petition for No Course Available if no
suitable course is available in any
given term.

Restrictions:

- This provision does not apply
  if a student is registered as
  working on a
  thesis/dissertation or a major
  research paper, or has a
  designation of 'I' recorded for
  a course at the end of the
  previous term.

~~of the courses with specific program requirements. Advanced Standing will only be considered prior to completion of the first term of study.~~	

Leaves of Absence

Existing Copy (Change From):	Proposed Copy (Change To):
Leaves of Absence ~~The requirement of continuous registration supports students toward the timely completion of their studies. However, the university recognizes that from time to time students may need to be absent from their studies or from the university while maintaining an affiliation with York University. Students are expected to be away from activities as a graduate student while on leave (activities such as attending classes or completing incomplete work from previous terms, research work, access to the university's facilities and resources including library and lab access, etc.). Students should not expect to receive feedback related to academic progress, including communication regarding supervision or course/research work. While on leave, students are not eligible to receive awards or other funding-related payments. Students should also be familiar with leaves of absence policies from applicable award granting agencies to ensure they do not conflict with their planned leave at the university. To take such absences, students must submit a petition to the Faculty of Graduate Studies after having been approved by their Graduate Program Director. A student must begin their first term of study before requesting a leave of absence, and they must complete two full terms before becoming eligible for an elective leave. If the request is granted, students must ensure that they maintain continuous registration.~~	(This section of the regulations is to be deleted and amalgamated into **Academic Petitions and Appeals** page outlined above)

~~There are two categories of absences from the program of studies or from the university:~~
 	
    • ~~Absences that are *included* in the number of terms to completion, which includes external student status; and,~~
    • ~~Absences that are *not included* in the number of terms to completion, which includes elective leave, exceptional circumstances leave, family care leave, and no course available.~~
 	
~~Leaves of absence must normally be requested and approved prior to the start of the term in which the leave will take place. Only in exceptional circumstances will an academic petition for a retroactive leave of absence be granted. Graduate students may also submit a financial petition to Student Financial Services.~~
 	
~~**External Student Status**~~
 	
~~External students are those who have completed all course requirements on either a full-time or a part-time basis and who are not physically present at the University for purposes of using its facilities or receiving supervision. Terms for which a student is granted External Student Status will be counted as active terms towards the completion of the degree.~~
 	
~~**Examples of External Student Status:**~~
 	
    • ~~Internships where students are not required to be registered active; have completed all coursework and are conducting research externally, as ascertained by the graduate program~~
 	
~~**Restrictions:**~~	

- Maximum number of terms (over the course of the degree program): 3
- Must have begun their first term of study

Form:

- Academic Petition (.pdf)

Elective Leave of Absence

Students applying for an elective leave of absence do not have to provide grounds for their request as long as it is submitted in a timely fashion.

Restrictions:

- Maximum number of terms (over the course of the degree program) for elective leave of absence: 1
- Must have completed two terms of study
- May not be used by students in graduate programs where degree requirements require the pursuit of activities such as a field experience, individual directed study, or individual research, or for which any form of residual program credit might otherwise be requested

Form:

- Leave of Absence – Elective and/or Family Care Form (.pdf)

Exceptional Circumstances Leave of Absence

Students applying for a leave of absence under exceptional circumstances are students who are facing a type of hardship that takes them away from their studies.

~~Examples of Exceptional Circumstances:~~ - ~~Medical; professional (which may include employment opportunities related to a student's field of study or extraordinary demands of full-time employment for part-time students); compassionate circumstances~~ **~~Restrictions:~~** - ~~Maximum number of terms (over the course of the program of study): 3~~ - ~~Must have begun their first term of study~~ **~~Form:~~** - ~~Academic Petition (.pdf)~~ **~~Family Care Leave of Absence~~** ~~Available to students for whom significant care-giving responsibilities of a family member require the student to be absent from their studies. Leaves considered under this category include those arising in relation to: pregnancy; the birth or adoption of a child; and providing care and support for an ill child, spouse, parent, grandparent or other family member.~~ **~~Restrictions:~~** - ~~Maximum number of terms of leave (over the course of the program of study): 5 per reason~~ - ~~Must have begun their first term of study~~ **~~Form:~~**	

- ~~Leave of Absence – Elective and/or Family Care Form (.pdf)~~ **~~No Course Available~~** ~~Students in coursework only programs of study who have not yet completed their course work may petition to register as No Course Available if no suitable course is offered in any given term. In exceptional circumstances, other students who are unable to make meaningful progress towards completion of degree requirements, other than by taking a course, may petition for No Course Available if no suitable course is available in any given term. This provision does not apply if a student is registered as working on a thesis/dissertation or a major research paper, or has a grade of 'I' recorded for a course at the end of the previous term.~~ **~~Restrictions:~~** - ~~Must have begun their first term of study~~ **~~Form:~~** - ~~Academic Petition (.pdf)~~	

Degree Types – Minimum Requirements and Regulations

Existing Copy (Change From):	Proposed Copy (Change To):
(Master's) **Time Limits** All requirements for a master's degree must be fulfilled within 12 terms (4 years) of registration as a full-time or part-time master's student, in accordance with Faculty of Graduate Studies Registration Policies, including the requirement of continuous registration. Terms in which students are registered as Leave of Absence ~~(elective or exceptional circumstances)~~, Family Care Leave, or No Course Available are not included in these time limits.	**(Master's)** **Time Limits** All requirements for a master's degree must be fulfilled within 12 terms (4 years) of registration as a full-time or part-time master's student, in accordance with Faculty of Graduate Studies Registration Policies, including the requirement of continuous registration. Terms in which students are registered as General Leave of Absence, Family Care Leave of Absence, or No Course Available Leave of Absence are not included in these time limits.
(Doctoral) **Time Limits** All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies Registration Policies, including the requirement of continuous registration. Terms in which students are registered as Leave of Absence ~~(elective or exceptional circumstances)~~, Family Care Leave, or No Course Available are not included in these time limits.	**(Doctoral)** **Time Limits** All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies Registration Policies, including the requirement of continuous registration. Terms in which students are registered as General Leave of Absence, Family Care Leave of Absence, or No Course Available Leave of Absence are not included in these time limits.

Graduate Courses and Grading – Grade Reports

Existing Copy (Change From):	Proposed Copy (Change To):
Grade Reports In addition to letter grades, the following course performance designations may be used on grade reports. **Incomplete:** When a student's coursework is not completed and evaluated by the appropriate grade reporting dates, the ~~award~~ of 'I' may be approved by the program director. A ~~grade~~ of 'I' must be removed within ~~two months of the reporting date for a half-course or within four months of the reporting date for a full-course~~. Extension of this time is possible only upon successful petition to the Faculty of Graduate Studies Petitions Committee. If the ~~grade~~ of 'I' is not removed by the end of the specified period, it will become a grade of 'F'. **Withdrawal from Courses in Good Standing:** The ~~symbol (W) (withdrew in good standing)~~ will be recorded in place of a grade to indicate that a student was authorized to withdraw in good standing from a course, before or after the posted drop deadline. **Auditor:** Students wishing to attend courses without the requirement to complete course assignments and without the expectation that they will receive evaluation of participation in the course must register as auditors. Permission to audit a course must be approved by the instructor of the course and appropriate program director. Auditor status should be indicated at the time of enrollment in	**Grade Reports** In addition to letter grades, the following course performance designations may be used on grade reports. **Incomplete:** When a student's coursework is not completed and evaluated by the appropriate grade reporting dates, the designation of 'I' (Incomplete) may be approved by the graduate program director. A designation of 'I' must be removed within one term or four months following the grade reporting date for a course. Extension of this time is possible only upon successful petition to the Faculty of Graduate Studies Petitions Committee. If the designation of 'I' is not removed by the end of the specified period, it will become a grade of 'F'. Please visit <u>Important Dates</u> for applicable course extension (for incomplete coursework) deadlines in the academic year. **Withdrawal from Courses in Good Standing:** The designation of 'W' (Withdrawal in Good Standing) will be recorded in place of a grade to indicate that a student was authorized to withdraw in good standing from a course, before or after the posted drop deadline. Please visit <u>Important Dates</u> for applicable course drop (withdrawal) deadlines in the academic year. **Auditor:** Students wishing to attend courses without the requirement to complete course

the course. For York University graduate diploma and degree students, changes from credit to auditor status are permitted, provided that not more than two-thirds of the course has been given. University and Faculty regulations and policies with respect to conduct apply to auditors.	assignments and without the expectation that they will receive evaluation of participation in the course must register as auditors. Permission to audit a course must be approved by the instructor of the course and appropriate graduate program director. Auditor status should be indicated at the time of enrollment in the course. For York University graduate diploma and degree students, changes from credit to auditor status are permitted, provided that not more than two-thirds of the course has been given. University and Faculty regulations and policies with respect to conduct apply to auditors.

Degrees, Undergraduate Certificates and Graduate Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Bachelor of Commerce, Bachelor of Commerce (Honours)
Bachelor of Disaster & Emergency Management
Bachelor of Disaster & Emergency Management (Honours)
Bachelor of Human Resources Management
Bachelor of Human Resources Management (Honours)
Bachelor of Public Administration (Honours)
Bachelor of Social Work (Honours)

Faculty of Education
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Education
Bachelor of Education, Indigenous Teacher Education
    Program (ITEP)
Bachelor of Education (Technological Education)

Faculty of Environmental and Urban Change
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Bachelor in Environmental Studies
Bachelor in Environmental Studies (Honours)

School of the Arts, Media, Performance & Design
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Fine Arts (Honours)
Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science, Bachelor of Science (Honours)
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)
Baccalauréat ès arts
Baccalauréat ès arts (Spécialisé)
Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*
Doctor of Philosophy
Master of Accounting
Master of Applied Science
Master of Arts
Master of Business Administration
Master of Business Analytics
Executive Master of Business Administration
International Master of Business Administration
Master of Conference Interpreting
Master of Design
Master of Disaster and Emergency Management Degree
Master in Environmental Studies
Master of Education
Master of Fine Arts
Master of Finance
Master of Financial Accountability

Master of Fitness Science
Master of Human Resources Management
Master of Kinesiology
Master of Laws
Master of Leadership & Community
    Engagement
Master of Management
Master of Management in Artificial
    Intelligence
Master of Marketing
Master of Public and International Affairs
Master of Public Policy, Administration & Law
Master of Real Estate & Infrastructure
Master of Science
Master of Science in Nursing
Master of Social Work
Master of Supply Chain Management

Faculty of Health
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Health Studies
Bachelor of Health Studies (Honours)
Bachelor of Science in Nursing (Honours)

Lassonde School of Engineering
Bachelor of Engineering
Bachelor of Applied Science (Honours)
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts
International Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
International Bachelor of Science (Honours)

Faculty of Science
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Science (Technology)
International Bachelor of Arts
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)

Osgoode Hall Law School
Bachelor of Laws/*Juris Doctor*

Schulich School of Business
Bachelor of Business Administration (Honours)
International Bachelor of Business
    Administration (Honours)

*Master or Magisteriate / Doctor or Doctorate

Undergraduate Certificates

Faculty of Liberal Arts and Professional Studies
Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Gender and Women's Studies
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of Other Languages
Certificate of French Language Proficiency (Basic, Intermediate and Advanced)
Certificate of French Language Proficiency in Business (Basic, Intermediate and Advanced)
Certificate of Language Proficiency in Modern Greek
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish Language
Certificate of Proficiency in Chinese Language
Certificate of Proficiency in German Language
Certificate of Proficiency in Japanese Language
Certificate of Proficiency in Korean Language **+**
Certificate of Proficiency in Modern Hebrew Language
Cross-Disciplinary Certificate in Anti-Racist Research and Practice
Cross-Disciplinary Certificate in Culture, Medicine & Health
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in Public History
Disciplinary Certificate in Black Canadian Studies
Disciplinary Certificate in Advocacy & Public Engagement
General Certificate in Law and Society
General Certificate in Refugee and Migration Studies
General Certificate in Gender and Women's Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Emergency Management
Professional Certificate in Financial Planning
Professional Certificate in Health Services Financial Management
Professional Certificate in Human Resources Management
Professional Certificate in Human Resources Management for Internationally Educated Professionals
Professional Certificate in Information Technology Auditing and Assurance
Professional Certificate in Investment Management
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Administration & Law
Professional Certificate in Public Policy Analysis
Professional Certificate in Real Estate

Faculty of Education
Certificate in Educational Studies
Diploma in Teacher Preparation in the Education of Deaf and Hard-of-Hearing Students

Faculty of Environmental and Urban Change
Certificate in Geographic Information Systems and Remote Sensing
Certificate in Sustainable Energy
Cross-Disciplinary Certificate in Cultural and Artistic Practices for Environmental & Social Justice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

School of the Arts, Media, Performance & Design
Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science
Professional Certificate in Digital Design

Glendon College / Collège universitaire Glendon
Bilingual Certificate in Public Administration and Public Policy
Certificat en rédaction professionelle
Certificate in Bilingualism, French & English
Certificate in English/Spanish, Spanish/ English Translation
Certificate in Law and Social Thought
Certificate in the Discipline of Teaching English as an International Language
Certificate of Bilingual Excellence
Certificate of Trilingual Excellence
Cross-Disciplinary Certificate in Sexuality Studies
General Certificate in Refugee & Migration Studies
Proficiency Certificate in Technical & Professional Communication
Proficiency Certificate in Spanish for Business and Professional Communication

Faculty of Health
Cross-Disciplinary Certificate in Aging
Cross-Disciplinary Certificate in Health Informatics
Disciplinary Certificate in Psychological Methods and Data Analysis **+**
Professional Certificate in Athletic Therapy (Concurrent Option)
Professional Certificate in Fitness Assessment and Exercise Counselling
York-Seneca Rehabilitation Services Program Cert.

Lassonde School of Engineering
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Meteorology
Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship

Schulich School of Business
Certificate in International Management

Faculty of Science
Professional Certificate in Actuarial Science

Access/Bridging Programs
Certificate of Completion
Certificate of Completion in Educational Studies
Transition Year Program Certificate of Completion

Graduate Diplomas

Faculty of Graduate Studies
Diploma in Advanced Accounting (Type 1)
Diploma in Advanced Hebrew & Jewish Studies (Type 2)
Diploma in Arts, Media and Entertainment Management (Type 2)
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Comparative Literature (Type 2)
Diploma in Creative Writing (Type 2) **+**
Diploma in Culture, Communication and Leadership in Canadian Business (Type 2)
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2 and 3)
Diploma in Education in Urban Environments (Type 2 and 3)
Diploma in Environmental/Sustainability Education (Type 2 and 3)
Diploma in Financial Engineering (Type 2 and 3)
Diploma in Foundations of Canadian Law (Type 3) **+**
Diploma in German and European Studies (Type 2)
Diploma in Health Industry Management (Type 2)
Diploma in Health Psychology (Type 2)
Diploma in Intermediate Accounting (Type 3)
Diploma in International & Security Studies (Type 2)
Diploma in Interpreting (Type 1)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Language, Literacy and Education (Type 2 and 3)
Diploma in Latin American and Caribbean Studies (2)
Diploma in Law for Law Enforcement Professionals (Type 3)
Diploma in Mathematics Education (Type 2 and 3)
Diploma in Neuroscience (Type 2)
Diploma in Non-Profit Management (Type 2)
Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and 3)
Diploma in Professional Accounting (Type 3)
Diploma in Refugee and Migration Studies (Type 2)
Diploma in Theatre Studies (Type 3)
Diploma in Value Theory and Applied Ethics (Type 2)
Diploma in Voice Teaching (Type 2 and Type 3)
Diploma in World Literature (Type 2)
Post-M.B.A. Graduate Diploma in Advanced Management (Type 3)

+*New / Revised for 2021-2022*

At its meeting of September 23, 2021

Supplementary Report to Senate

On the advice of Senate Executive, the Chair of Senate has deemed in order the hortative motion proposed by Senator David Cabianca that is presented to Senate for debate at its meeting on 23 September 2021; the motion follows in the ensuing pages.

In exercising its responsibility to ensure that issues placed before Senate are clearly expressed and documented, Executive decided to invoke the option afforded in the Rules of Senate to "submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate" [Senate Rules, Appendix B, Section 5.9 e]). This report accompanies the motion from Senator Cabianca.

The purpose of this supplementary report is twofold:

- to provide clarity for Senators, new and returning, what a hortative motion is and is not.
- to express Executive's views on the substance of the motion from Senator Cabianca

Hortative Motions

The Rules of Senate define hortative motions as ones that "express Senate's opinion on matters lying outside its jurisdiction" (Section 4, P. 4.4). Unlike substantive motions, hortative motions carry no force of effect if passed by Senate; they are understood to not require action by the party or parties addressed. In essence, opinions expressed through a hortative motion may be taken as advisory in nature by those to whom they are directed.

Comment on the Substance of the Cabianca Motion

In its discussion of whether the motion submitted by Senator David Cabianca is in order, Executive took into consideration the substance of the motion to advise the Chair as to the jurisdiction of Senate. It noted that Strategic Mandate Agreements (SMA) are in effect a contract negotiated between the University and the Ministry of Colleges and Universities (MCU). In sum, currently SMAs are structured to include provincial government objectives and priority areas for universities, enrolment targets for university funding and performance targets for 10 metrics upon which each institution's performance will be assessed. The parameters afforded universities in the approval process with the province are narrow.

Approval of the University's submission to MCU does not lie within Senate's authority. To the best of Executive's knowledge, Senate approval of SMAs is not sought by any university in Ontario.

Executive Committee – Supplementary Report to Senate

However, Executive wishes to affirm its strong support for consultation of Senate on the development of the University's submission as an avenue for input its alignment with the University Academic Plan. The supporting rationale to the motion from Senator Cabianca notes the Senate consultation undertaken prior to each of the three SMAs since 2014.

As requested by Senator Cabianca, a member of the senior administration will provide an introductory briefing at the meeting on the process of the SMA development to provide Senate context for the debate. In preparation for this discussion, Senators are encouraged to review the current SMA and related background information about its development which can be accessed (through Passport York) at
https://vpap.info.yorku.ca/ppy_protected/strategic-mandate-agreements/

Mario Roy, Chair
Chloë Brushwood-Rose, *Vice-Chair*

Hortative Motion Submitted for Consideration by Senate

By Senator David Cabianca

Moved by Senator Cabianca

> Senate hereby expresses its view that, prior to the finalization of the University's Strategic Mandate Agreement proposal to the Ministry of Colleges and Universities, Senate should approve the Strategic Mandate Agreement submissions.

Rationale

Strategic Mandate Agreements between the Ministry of Colleges and Universities and York University outline the role the University performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

Among the functions of the Strategic Mandate Agreement are to:

- identify the University's existing institutional strengths;
- support the current vision, mission, and mandate of the University within the context of the University's governing legislation and outline how the University's priorities align with Ontario's vision and post-secondary education policy frameworks

To date, Senate has been provided opportunities to comment on the University's Strategic Mandate Agreement at meetings. Such consultations occurred in the spring of 2014, January 2017 and January 2020 in conjunction with the development of the first three SMA submissions respectively. The Agreements were not presented to Senate for approval.

Strategic Mandate Agreements (SMAs) centrally deal with academic matters lying within the jurisdiction of Senate. Bringing this hortative motion to the floor of Senate for debate will facilitate a robust discussion of the matter which will, in turn, foster a better understanding of the decision-making underlying this process.

To set the stage for Senate's consideration of the recommendation, it is respectively requested that as a preamble to the discussion, the appropriate representative of the University administration be afforded time to provide an explanation to Senate the Administration's position that consultation of Senate on the development of the SMA is the appropriate route versus Senate approval.

The Senate of York University – Minutes

Zoom Meeting: Thursday, June 24, 2021, 2:30 pm

A. Macpherson (Chair)	D. Gelb	N. Neill
M. Roy (Vice-Chair)	M. Giudice	P. Nguyen
P. Robichaud (Secretary)	J. Goodyer	A. Norwood
N. Agrawal	R. Grinspun	S. Paradis
M. Armour	D. Gruspier	P. Park
J. Amanatides	M. Guzman	L. Philipps
A. Asif	M. Hamadeh	P. Phillips
G. Audette	L. Hébert	M. Poon
T. Baumgartner	E. Hessels	C. Popovic
S. Bay-Cheng	R. Heynen	A. Pyée
A. Belcastro	R. Hornsey	P. Rahimpoor-Marnani
D. Berbecel	M. Hosale	S. Rehaag
K. Bird	B. Hu	S. Rosenbaum
S. Brooke	U. Idemudia	B. Ryder
C. Brushwood Rose	M. Jacobs	R. Savage
D. Cabianca	M. Karakul	D. Scott
T. Choi	S. Karimi	T. Shanahan
J. Clark	A. Kimakova	L. Sloniowski
E. Clements	J. Kirchner	B. Spotton Visano
M. Condon	T. Knight	C. Steele
S. Cote-Meek	P. Kohler	P. Theophanidis
J. Crocker	L. Korrick	P. Timmerman
A. Czekanski	K. Krasny	G. Tourlakis
S. Day	F. Latchford	P. Tsaparis
M. Dodman	R. Lenton	I. Uwanyiligira
J. Etcheverry	K. Lo	G. Vanstone
L. Fawcett	T. Loebel	A. Viens
D. Fernandez	J. Marchessault	R. Wang
M. Fiola	C. McAulay	N. Waweru
R. Fournier	JJ. McMurtry	R. Wellen
T. Frattaroli	K. Michasiw	R. Wildes
L. Fromowitz	S. Murphy	M. Winfield
		G. Zhu

1. Chair's Remarks

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting. She acknowledged with sorrow the recent passing of several long-time York faculty members: William Irvine a 40-year History faculty member at York; Donald Willmott who taught the first course in Canada on environmental sociology at Glendon; Bob Allan, one of the pioneering faculty members who helped build York's Faculty of Science and who was an active Senator over the years, and Stu

The Senate of York University – Minutes

Robbins, a former Chair of Senate (1992-1993) and long-serving Chair of the School of Kinesiology & Health Science.

The Chair announced and extended congratulations to the 2020-2021 recipients of the *Robert Everett Exceptional Leadership in Student Governance Award*, which recognizes students who have demonstrated high distinction in governance during their studies at York:

- Issa Abdi Jamaa, an undergraduate student in the Faculty of Liberal Arts & Professional Studies and Co-Chair of the Student Senator Caucus

- Muhammad Shahmir Masood, an undergraduate student in the Faculty of Liberal Arts & Professional Studies

- Dael Vasquez, an undergraduate student at Glendon College

This being the final Senate meeting, the Chair extended thanks and appreciation to Senators and committee members for their contributions during the academic year, especially to those completing terms this month.

2. **Business Arising from the Minutes**

There was no business arising from the minutes.

3. **Inquiries and Communications**

a. Report of the Academic Colleague to the Council of Ontario Universities

Speaking to the written report included in the agenda, the Academic Colleague to the COU, Senator Spotton Visano, reported on its May meeting in which members engaged in a discussion of COU's Equity, Diversity & Inclusion reference group, Canada's status as a destination for international students, and COU's advocacy in the area of micro-credentials. The Academic Colleagues also received updates on the Province's one-year extension of the tuition freeze and proposed legislation to establish the Northern Ontario School of Medicine (NOSM) and Université de Hearst (Hearst) as independent standalone degree-granting institutions.

4. **President's Item**

Comments provided by President Lenton included the following:

The Senate of York University – Minutes

- acknowledgement of National Indigenous History Month as an opportunity to recognize the history and unique contributions of the First Nations, Inuit, and Métis peoples of Canada.

- an expression of thanks and appreciation to Sarah Cantrell, Assistant Vice-President of Institutional Planning and Analysis, who is leaving the University.

- gratitude to members of the University community for their resilience over the past year, and also to members of Senate for their efforts in overseeing the University's academic policy again this year.

- acknowledgment of the many notable achievements from the year that contributed to the advancement of the six priorities in the University Academic Plan, including positioning York as a provincial leader for micro-credentials, securing a wide variety of high-impact research grants, and the creation of an Anti-Black Racism Framework and Draft Action Plan.

- York's progress advancing the United Nations Sustainable Development Goals (U.N. SDG's), including the establishment of the Toronto Centre of Excellence on Homelessness Prevention and Canada's first CIFAL centre, CIFAL York.

- the positive outlook for the 2021-22 academic year due to strong enrollments and promising applications data for FW 2021-2022.

- progress made on key construction projects underway at the Markham, Keele, and Glendon campuses.

- highlights from the Kudos report, including York researchers who have received new appointments and re-appointments as Canada Research Chairs.

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

Committee Reports

5. Executive Committee

a. Information Items

The Executive Committee's information items included the following:

The Senate of York University – Minutes

- the results of the 2021 election of individuals to serve on Senate Committees and an update on the remaining Senate Committee vacancies.

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities at the University, including an update on the status of the Fall 2021 term program delivery.

- its consideration of a hortative motion for Senate pertaining to Senate approval of Strategic Mandate Agreement (SMA) submissions to the Province.

- its review of changes to the rules and procedures for the Schulich School of Business Faculty Council, which includes a newly established *Sub-committee for Equity and Community*.

- the report on Senate Attendance in 2020-2021.

- progress made by Senate Committees on their 2020-2021 priorities.

- its assumption of summer authority between the June and September meetings of Senate, in accordance with the Senate Rules.

6. Academic Policy, Planning and Research

a. Chartering of Organized Research Units

The documentation was noted. It was moved, seconded and carried, **"that Senate approve the chartering of the following Organized Research Units for a five-year period, commencing 1 July 2021:**

- **Centre for Refugee Studies**
- **Muscle Health Research Centre**
- **Centre for Vision Research**
- **Harriet Tubman Institute for Research on Africa and its Diasporas**

b. Spring Report of the Provost / Vice-President Finance & Administration: Budget Context for Academic Planning

Documentation on the spring report on the budget context for academic planning for the years 2021-2022 to 2023-2024 had been made available to Senators prior to the meeting. Provost and Vice-President Academic Lisa Philipps and Vice-President Finance and Administration Carol McAulay delivered a presentation on the Report in which they addressed major factors that influenced the development of the Multi-Year Budget Plan, including the enrolment projections for 2021-2022, the provincial government's tuition framework for domestic students and Strategic Mandate Agreement (SMA3), and comprehensive budget consultations. The University has

maintained a strong financial position, with significant carry forward and cash liquidity, and encouraging domestic and international confirmations for Fall-Winter 2021-22. The solid financial footing of the University will further support post-pandemic recovery and enable continued investment in York's priority areas.

In discussing the SHARP budget model, Provost Philipps advised of forthcoming discussions regarding the second iteration of the model (SHARP 2.0), which is scheduled to be fully implemented by the 2022-23 year. Additional work will be conducted in 2021-22 to review interfaculty teaching with a view to supporting interdisciplinarity at the University.

c. 2020-2021 UAP Progress Report

Senator Spotton Visano provided senators with a brief overview of the University Academic Plan (UAP) Progress Report. Members heard that the Report conveys feedback received from the York community, the continuing impact of the COVID-19 pandemic, and recommendations for actions to supplement progress made on UAP priorities, despite the disruption.

Senators were invited to provide feedback on the Report to the Committee.

d. Information Items

APPRC reported on the following items:

- its receipt and discussion of the Spring Report on the Budget Context for Academic Planning from the Provost & Vice-President Academic and the Vice-President Finance & Administration.

- its report on University Academic Plan (UAP) progress for 2020-2021.

- a report from the APPRC Sub-committee on Organized Research Units.

- its concurrence with the recommendation of the Provost to establish the Krembil Chair in Health Management and Leadership in the Schulich School of Business.

- the ongoing development of the academic components and research plans for the new Markham campus.

The Senate of York University – Minutes

7. **Academic Standards, Curriculum and Pedagogy**

   a. Establishment of the Undergraduate Certificate of Proficiency in Modern Korean Language • Department of Languages, Literatures and Linguistics • Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and carried, **"that Senate approve the establishment of the Undergraduate Certificate of Proficiency in Modern Korean Language housed in the Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies as set out in Appendix A, effective FW2021-22.**

   b. Changes to the requirements for the Graduate Diploma (Type 2) in Latin American and Caribbean Studies • Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and carried, **"that Senate approve changes to the requirements for the Graduate Diploma (Type 2) in Latin American and Caribbean Studies, Faculty of Liberal Arts & Professional Studies as set out in Appendix B, effective FW2021-2022.**

   c. Changes to requirements for the Graduate Diploma (Type 3) in Professional Accounting • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and carried, **"that Senate approve changes to requirements for the Graduate Diploma (Type 3) in Professional Accounting housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies as set out in Appendix C, effective FW2021-2022.**

   d. Revisions to Graduate Studies Regulations on Comprehensive Examinations

   It was moved, seconded and carried, **"that Senate approve revisions to the Graduate Studies Regulations on Comprehensive Examinations as set out in Appendix D, effective 1 January 2023.**

   e. Information Items

   ASCP's information the following minor changes that were approved by the Committee, effective FW2021-2022 unless otherwise noted:

The Senate of York University – Minutes

Faculty of Health

A temporary waiver of degree requirements for graduating students in the BA and BSc
  programs in Kinesiology and Health Science, School of Kinesiology and Health Science

Exemption of the BScN Nursing programs from the *Policy on Repeating Passed or
  Failed Courses for Academic Credit*

Faculty of Environmental and Urban Change

Minor correction to certificate name from "Geomatics" to "Geomatics: Geographical
  Information Systems and Remote Sensing"

Faculty of Liberal Arts & Professional Studies

Minor Changes to the Black Canadian Studies Undergraduate Certificate in the Faculty
  of Liberal Arts & Professional Studies

Minor Changes to the BA Business & Society program, Department of Social Science,
  Faculty of Liberal Arts & Professional Studies

Minor Changes to the Certificate in Public History, Department of History, Faculty of
  Liberal Arts & Professional Studies

Minor Changes to the BA Health & Society program, Department of Social Science,
  Faculty of Liberal Arts & Professional Studies

Minor Changes to the BA History program, Department of History, Faculty of Liberal
  Arts & Professional Studies

Minor Changes to the BA Italian Studies program, Department of Languages,
  Literatures & Linguistics, Faculty of Liberal Arts & Professional Studies

Minor Changes to the BA Spanish program, Department of Languages, Literatures &
  Linguistics, Faculty of Liberal Arts & Professional Studies

Faculty of Graduate Studies

Minor Changes to the PhD Philosophy program, Department of Philosophy, Faculty of
  Liberal Arts & Professional Studies

ASCP also reported on its progress on 2020-2021 priorities.

The Senate of York University – Minutes

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

   a. Information Items

   Senate received the most recent report of the APPRC-ASCP Joint Sub-Committee on Quality Assurance and the Annual Report on Non-Degree Studies.

9. **Awards**

   a. Information Items

   Senators joined the Awards Committee in congratulating the recipients of the 2021 President's University-Wide Teaching Awards, 2021 Honorific Professorships, and prestigious awards for graduating students.

   2021 President's University-Wide Teaching Awards:
   Senior Full-time Faculty: Professor Hossam Ali-Hassan, Department of International Studies, Glendon College;

   Full-time Faculty: Professor Gordana Colby, Department of Economics, Faculty of Liberal Arts & Professional Studies;

   Contract and Adjunct Faculty: Professor Sofia Noori, Faculty of Education;

   Teaching Assistant: Michael Kenny, Faculty of Environmental and Urban Change

   2021 Honorific Professorship Recipients:
   Professor Carl S. Ehrlich, Departments of History and Humanities, Faculty of Liberal Arts & Professional Studies; Professor Carolyn Podruchny, Department of History, Faculty of Liberal Arts & Professional Studies.

   2021 Governor General's Gold Medal: Junjie Kang, Graduate Program in Earth and Space Science; Jordana Waxman, Graduate Program in Psychology; Gehrig Carlse, Graduate Program in Physics & Astronomy.

   2021 Governor General's Silver Medal: Alina Kuimova, Glendon College, Specialized Honours BA in Linguistics and Language Studies, First Class Standing; Katelyn Pascua Conferido, Faculty of Liberal Arts & Professional Studies, Honours BA in Children's Studies*, Summa Cum Laude*; Amirarsalan Rahimian, Faculty of Health, Specialized Honours BSc in Kinesiology and Health Science, *Summa Cum Laude*

The Senate of York University – Minutes

The Murray G. Ross Award: Hanaa Ameer, Faculty of Health, Specialized Honours BHS in Health Management

The Awards Committee also reported on the status of its 2020-2021 priorities.

10. Other Business

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

Consent Agenda Items

11. Minutes of the Meeting of May 27, 2021

The minutes of the meeting of May 27, 2021 were *approved by consent*.

12. Name change of the MA Art History program to MA Art History and Visual Culture, School of the Arts, Media, Performance & Design

Senate *approved by consent* the name change of the MA Art History program to MA Art History and Visual Culture in the School of the Arts, Media, Performance & Design effective FW2021-2022.

13. Revisions to the Dual Credential with the BES Honours Major in Sustainable Environmental Management • Faculty of Environmental and Urban Change and Fleming College

Senate *approved by consent* the changes to the Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management, Faculty of Environmental and Urban Change, effective FW2021-2022.

A. Macpherson, Chair   _____

P. Robichaud, Secretary   _____

York University Board of Governors
Synopsis

470th Meeting held on 29 June 2021

Appointments/Re-appointments

Board of Governors

- Re-appointment of Eugene Roman for a final four-year term of 1 July 2021 to 30 June 2025.

- Appointment of Jose Etcheverry, as a Senate nominee, for a two-year term beginning 1 July 2021 and ending 30 June 2023.

- Appointment of Stefanie Lamonaca Caputo, as a Non-Academic Employee nominee, for a two-year term beginning 1 July 2021 and ending 30 June 2023.

Approvals

The President's June 2021 Report on Appointments, Tenure and Promotion.

The establishment of the Krembil Chair in Health Management and Leadership.

The Multi-Year Budget Plan for 2021-22 to 2023-24.

The consolidated financial statements for the year ended 30 April 2021.

The Ancillary Services Long-Term Plan and related budgets.

The appointment of Ernst & Young LLP as the auditor for the University for the fiscal 2021-22 year.

The long-term plan and related budget for the Executive Learning Centre (ELC).

Tuition fees for the new Graduate Diploma in Foundations of Canadian Law, offered through Osgoode Hall Law School, as follows:

- Domestic full-time tuition fee rate for 2021-22: $4,950.00 per term ($9,900.00 for 2 terms) effective winter 2022 (excludes centrally collected ancillary and student referenda fees). Part-time tuition fee rate to be set at 50% of the full-time rate.

- International full-time tuition fee rate for 2021-22: $8,910.00 per term ($17,820.00 for 2 terms) effective winter 2022 (excludes centrally collected ancillary fees and student referenda fees). The part-time tuition fee rate to be set at 50% of the full-time fee rate

An expenditure of up to $2.77M, exclusive of HST, for the delivery of an on-campus COVID-19 testing program to take effect August 2021.

Presentations

The President's year-end report on achievements in 2020-2021 and looking ahead.

From Kirsten Andersen on the activities of the Student Representative Roundtable in 2020-2021.

From the Vice-President Finance and Administration and the Provost on the Multi-Year Budget Plan for 2021-22 to 2023-24 and the 2021 Finanical Statements.

Reports and Remarks

The 2020 Annual Report of the Sexual Violence Advisory Committee and the Centre for Sexual Violence Response and Education.

The 2020 Employment Equity Report from the Governance and Human Resources Committee.

The 2020 Annual Investment Report from the Investment Committee.

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

Remarks from the Chair of the Board expressing thanks and appreciation to Kirsten Andersen, Kate Duncan, and Vijay Kanwar for their contributions to the Board of Governors, this being the final meeting at the conclusion of their terms.

The agenda for the meeting is posted on the Board of Governors website:
https://secretariat.info.yorku.ca/files/board-agenda-20210629.pdf?x84727

Pascal Robichaud, Secretary