York University Senate
Notice of Meeting

Thursday, June 23, 2022, 2:45pm – 5:00pm

*Note the earlier start time this month

Via Videoconference

AGENDA

Page

York University Senate

20min

10min

5 min

Consent Agenda

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

P. Robichaud, Secretary

Report to Senate of the Academic Colleague to COU on the discussions and updates from its meetings May 10 & 11, 2022

Focused Discussion

Conversation with Sheila Côte Meek, Vice-President Equity, People and Culture, York University, De-colonizing Academia: April 5, 2022

Sheila Côte Meek shared with the Academic Colleagues her thoughts and suggestions on the broader issue of decolonizing the academy.

See *Decolonizing the Academic Curriculum – Sample References* by Sheila Côte Meek as well as related resources provided to Academic Colleagues by Dr. Candace Brunette-Debassige, Assistant Professor and Teaching Fellow (Indigenous), Western University, Faculty of Education May 10, 2022.

COU updates

Sector perspectives: College Degree-Granting Expansion

On April 11, MCU announced the government's decision regarding the expansion of publicly assisted colleges' mandates to offer three-year applied bachelor degrees, which was initially introduced as part of the Fall 2021 [Red Tape Bill: Supporting People and Businesses Act](#).

This provision, which is effective immediately, includes a number of restrictions on college three-year degree granting:
- There will be no additional funded spaces provided to colleges within existing funding corridors.
- There will be no additional operating grant funding to support expansion of three-year degrees.
- There will be an increase in degree cap limits for all colleges by five percentage points. This means that ITALS (Institutes of Applied Technology and Learning -- Humber, Seneca, Sheridan, and Conestoga) now have a 20% cap on all degree-level program activity and all other colleges have a 10% degree cap limit (calculated as a proportion of programs).
- Previously the four-year degree-granting cap was set at 15% for the ITALS and 5% for all other colleges.
- Each proposed three-year degree, including any conversions of advanced diplomas to degrees, must meet the Ontario Qualifications Framework, must undergo a PEQAB review, and be approved by the Minister.
- Three-year degrees must be:

- o   in an applied area of study;
- o   career-oriented; and
- o   distinct from university degrees.

- Program tuition must conform to the *Tuition and Ancillary Fee Minister's Binding Policy Directive*.

HEQCO has [released a report](#) finding little evidence of cost savings of three-year degree program delivery at the college level (compared to four-year baccalaureate degrees at universities).

2022 Budget

On April 28, Ontario's Finance Minister Peter Bethlenfalvy delivered the provincial government's [2022 Ontario Budget](#). "**Ontario's Plan to Build**" reflects the government's plan for "better jobs and bigger paycheques, building more highways and hospitals, and keeping costs down for Ontario families while keeping our economy open and strong."

The budget was not passed but rather served as Ford's election platform, which the government committed to proceeding with now they have been elected.

The **Budget is built around five pillars** outlined below with the overall goal of supporting the government's efforts in "Rebuilding Ontario's Economy."

Rebuilding Ontario's Economy: The government has a plan that will help bring better jobs across the province as critical minerals in the North help drive battery and hybrid electric vehicle manufacturing in Ontario.

Working for Workers: The government has a plan for making Ontario's workers among the most highly skilled and best supported in the world. The government is working for workers to support better jobs and bigger pay cheques.

Building Highways and Key Infrastructure: The government has a plan to get shovels in the ground for more highways, transit and key infrastructure to fight gridlock, boost the economy and create jobs.

Keeping Costs Down: The government has a plan to help keep costs down by increasing the housing supply, making it less expensive to drive or take transit, and providing relief on everyday expenses from child care costs to taxes.

A Plan to Stay Open: The government has a plan to build the health care workforce, shore up domestic production of critical supplies, and build more hospitals and long-term care homes. These measures will expand the capacity of the health care system and ensure the people of Ontario can access care when and where they need it.

Postsecondary announcements (note that no further details are available and that COU is working with the Ministry to obtain clarity):

MCU Budget: Postsecondary education sector expenses are projected to increase from $10 billion in 2021-22 to $11.4 billion in 2024-25. The medium-term expense outlook for the sector shows increases in funding levels for 2022-23 and 2023-24.

Research Investments: The Budget announced $55 million over three years to invest more in research and innovation to support productivity, economic growth, and address current and future pandemic preparedness, including additional funding to support Phase 1 of the Biosciences Research Infrastructure Fund.

- The budget also included an announced investment of $2 million in 2022–23 and $3 million in 2023–24 to create a Critical Minerals Innovation Fund to support the mining industry, academia, startups and research and development firms to find innovative solutions for extraction and processing of critical minerals.

Health Care: The previously-announced $41.4 million to support clinical education for nurses will be for three years, for a total of $124.2 million starting in 2022–23 to modernize clinical education for nurses. This commitment of two additional years of funding is new in Budget 2022. The Budget included items previously announced including:

- Making it easier for foreign-credentialled health workers to begin practicing in Ontario by reducing barriers to registering with and being recognized by health regulatory colleges.

- Investing $142 million to launch the new "Learn and Stay" grant to encourage workers to remain in underserved communities.

- Investing $42.5 million over two years beginning 2023-24 to support the expansion of undergraduate and postgraduate medical education training in the province.

Tuition Framework: The Budget re-announced the tuition freeze for 2022-23, originally announced in March 2022, for domestic students residents of Ontario. The tuition framework contains an allowable five per cent increase to tuition for domestic out-of-province students.

Facilities Renewal: There were no new announcements. The Budget reiterated previous government commitments of $1.3 billion, announced in Budget 2020, over ten years to help "modernize classrooms by upgrading technology, carrying out critical repairs and improving environmental sustainability." This includes the confirmed $135 million in capital investments in 2022-23: $125.2 million for the Facilities Renewal Program (FRP) and $10 million for the Training Equipment and Renewal Fund (TERF).

> **Intellectual Property:** The budget re-announced the creation of Intellectual Property Ontario, which is being supported by an investment of approximately $58 million over three years.

International

From last report:

- *In December, the British Council IELTS released a report showing that there is rapidly increasing competition from European and Asian markets for international students in high-demand programs: https://studyportals.com/wp-content/uploads/2021/12/British-Council_Studyportals_The-changing-landscape-of-English-taught-programmes-in-2021.pdf This is a significant risk for Ontario institutions. COU will be exploring options for a sector approach.*

On April 29, Executive Heads endorsed the creation of a COU cross-functional working group on international education. The mandate of the group will be to conduct research, review key issues, and develop policy and advocacy options around the quality, supports, and outcomes of international education in Ontario for member input and review. The group would report to OCAV, who will in turn bring initiatives forward to Executive Heads. The group will be made up of COU affiliate representatives, including OCAV, VPs International, OCGS, OCSA, OURA, CUPA, GRO and OUPAC.

COVID-19 & Mandatory Vaccination Policies

COU's COVID-19 Reference Group has been active for the past 18 months addressing operational, academic, advocacy, legal and other sector issues related to COVID. The group had its last meeting in April and will shift into a smaller cross-functional COVID Advisory Group to advise Executive Heads, COU and government with respect to any issues that arise related to COVID-19 on an ad hoc basis.

Teacher Spaces Advocacy

The government has announced that it will be funding expansion of Wilfrid Laurier University's Bachelor of Education program at its Brantford campus (60 students this year, and another 60 in 2023-2024). MCU has said it continues to examine the broader issue of teacher supply and enrolment caps.

Quality Council

Quality Council's assessment of new programs and cyclical program reviews continues on an ongoing basis, including approving New Programs (University of Guelph, Laurentian and University of Toronto), Final Assessment reports (Laurier and Nippissing), and IQAPs

As recommended by the audit committee, updated Institutional Quality Assurance Processes (IQAPs)* were approved for Carleton and Toronto Metropolitan (formerly Ryerson).

* The degree of rigour established throughout the Protocol for New Program Approvals plays an essential role in ensuring that new programs are developed using internationally accepted practices and that the value of that new program is sustained. Further, the Degree Level Expectations … are the Quality Assurance Framework's link to the [Ontario Qualifications Framework], which identifies the main purposes of each postsecondary qualification, outlines the learning expectations for graduates who hold each type of qualification and shows the relationship between the different qualifications.
https://oucqa.ca/framework/2-protocol-for-new-program-approvals/

Reference Group on Aboriginal Education (RGAE)

With the goal of improving access and outcomes for Indigenous students at Ontario universities, COU established the Reference Group on Aboriginal Education in 2009.

The Reference Group provides updates to the Council of Senior Administrative Officers (CSAO), the Ontario Council of Academic Vice-Presidents (OCAV), Ontario Council on Student Affairs (OCSA) and Executive Heads as required.

Each of the publicly assisted universities of Ontario, and the Royal Military College of Canada, are eligible to nominate a maximum of two representatives for general membership on the Reference Group.

- York representative: Randy Pitawanakwat, Manager, Indigenous Student Services

The Reference Group acts as a focal point for dialogue with government and other stakeholders on issues relate to Indigenous education and serves as a place for discussion on issues of common interest across the Ontario university sector.

Indigenous Student Success Fund provide some funding for universities

RGAE is working to ensure the development and sustainment of Indigenization related-activities across Ontario universities. With the goal of improving access and outcomes for Indigenous students at Ontario universities, the Reference Group will provide a circle for:

1. Discussion of issues of common interest across the Ontario university sector;
2. Common policy development; and
3. Dialogue with and response to government, as well as other stakeholders

Current RGAE Priorities

- Self-Identification and Ancestry Verification
- Recruitment and Admissions
- COVID-19 (University response, vaccines/exemptions and student emergency funding)
- OCAV/RGAE- focusing on Ancestry Verification
- Indigenization plans
- Indigenous Spaces, faculty and student supports
- Indigenous Student Services

Decolonizing the Academic Curriculum – Sample References

Cote-Meek, Sheila, and Taima Moeke-Pickering, eds. Decolonizing and indigenizing education in Canada. Canadian Scholars' Press, 2020. https://www.canadianscholars.ca/books/decolonizing-and-indigenizing-education-in-canada

Cote-Meek, Sheila. Colonized classrooms: Racism, trauma and resistance in post-secondary education. Fernwood Publishing,, 2014. https://fernwoodpublishing.ca/book/colonized-classrooms

Gaudry, A., & Lorenz, D. (2018a). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenizing the Canadian Academy. AlterNative: An International Journal of Indigenous Peoples 14(3), 218-227.

Gaudry A., & Lorenz, D. (2018b) Decolonization for the masses? Grappling with Indigenous content requirements in the changing Canadian post-secondary environment. In E. Tuck & W. Yang (Eds.), Indigenous and decolonizing studies in education. Mapping the long view (pp. 159-174). New York, NY: Routledge Taylor & Francis Group.

Jimmy, E., Andreotti, V., & Stein, S. (2015). Toward Braiding. https://decolonialfuturesnet.files.wordpress.com/2019/05/braiding_reader.pdf

Smith, L, & Smith, G.H. (2018). Doing Indigenous work: Decolonizing and transforming the academy. In E. A. McKinley & L.T. Smith (Eds.), Handbook of Indigenous education (pp. 1-27). Springer Nature, Singapore: SpringerLink. https://www.springer.com/gp/book/9789811038983

Indigenous Curriculum & Learning – An Institutional Review Indigenous Curriculum and Learning Sub-Committee. (2021, June). Maamwi Gzikewag Curriculum Report and Recommendations. Western University. https://indigenous.uwo.ca/docs/Western%20Maamwi%20Gzikewag%20Curriculum%20Report%20and%20Recommendations%20June%202021.pdf

PRESIDENT'S
KUDOS REPORT

JUNE 2022

Chimira Andres, a planetary geophysicist and PhD student in the Department of Earth and Space Science and Engineering at Lassonde School of Engineering, is a recipient of the 2022 Eiffel Excellence Scholarship Program. Andres was awarded a doctorate scholarship for her work on investigating ice on the red planet and how space glaciers "flow" on Mars. The scholarship is provided through Campus France, and Andres will be working with the Cotutelle Program for one year.

Bridget Stutchbury, Distinguished Research Professor and graduate program director in biology in the Faculty of Science, is the recipient of the 2022 Elliott Coues Award presented by the American Ornithological Society (AOS). Every year, AOS presents a range of awards honouring members for their ornithological research, and their service to the society. Stutchbury has made innovative contributions to understanding the ecology and conservation of migratory and neotropical songbirds.

Master's of Environmental Studies student, Tamo Campos, is the co-director of *The Klabona Keepers*, which premiered at the 2022 Human Rights Watch Film Festival at Hot Docs Ted Rogers Cinema on May 26. *The Klabona Keepers* is an intimate portrait of the dynamic Indigenous community that succeeded in protecting the Sacred Headwaters, known as the Klabona, northwest British Columbia, from industrial activities.

Sundar Viswanathan, Associate Professor and jazz area coordinator in the Department of Music at the School of the Arts, Media, Performance & Design, and his band *Avataar*, were presented with this year's Jazz Album of the Year: Group at the 2022 JUNO Awards. The group received a JUNO for their album *Worldview*, which was released in October 2021.

York University advanced in the 2022 Quacquarelli Symonds World University Rankings by Subject. The 2022 rankings released this year evaluate universities in five broad subject areas, and York ranked competitively in four of them among North America's public universities:

- Arts & Humanities: No. 26
- Social Sciences and Management: No. 33
- Engineering & Technology: No. 71
- Natural Sciences: No. 90

York also moved up 50 spots to be ranked No. 63 among North America's public universities in the 2022 QS World University Rankings released last year.

York University alumnus, Ramraajh Sharvendiran (BA'10), was named the new host of CBC Radio's *Ontario Morning*, effective May 24, 2022. While studying Communications at York, Sharvendiran joined the community radio station CHRY 105.5 FM, hosting and producing *Queer Currents* - a weekly queer and trans-focused program - for nearly a decade. He joined CBC Toronto as an intern in 2017 before moving to northern Manitoba to host and produce CBC's daily morning show, *North Country* and eventually made his way to Newfoundland and Labrador where he became the co-host of the *St. John's Morning Show*. Sharvendiran returns to his home province of Ontario for his new role.

York University Athletics & Recreation raised $144,000 for athletic scholarships at the 19th annual Lions Cup presented by TD Insurance, which took place on June 1. More than 100 golfers took to the links at the Wyndance Golf Club in Uxbridge, Ont., and golfers came together for an important cause: student-athlete financial support.


York University's Wellness Initiative Fund provided a grant for new project designed by York University graduate student, Brian G. Smith, that offers a break from pandemic-related angst. Smith, a master's candidate in interdisciplinary studies and an award-winning Second City alumnus, is the project director of a two-minute video titled "The ABCs of Anxiety." The video is a cartoon based on the drawings and "tragicomic" poem by Toronto illustrator and writer Sean Sinclair-Day. This project included 15 York graduate students from the film, music, digital marketing, and psychology departments.

Osgoode Hall Law School doctoral student, Roojin Habibi, was selected as a 2022-2025 Pierre Elliott Trudeau Foundation Scholar. Habibi's PhD dissertation on human rights principles for global health emergencies is helping to inform ongoing intergovernmental negotiations on a pandemic treaty. Established in 2001 as a memorial to former prime minister Pierre Elliott Trudeau, the Montreal-based foundation's three-year program is geared to developing engaged, future leaders by exposing scholars to the curriculum taught by foundation Fellows and mentors in settings outside traditional universities.

Schulich's Executive Education program ranked 32nd in the world and second in Canada in the 23rd edition of the Financial Times rankings of the world's leading providers of customized and open-enrollment executive education programs. The executive education rankings include 50 of the top schools providing both custom and open courses.
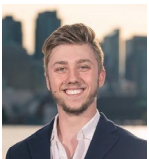
Geomatics engineering student Amirhossein Nourbakhshrezaei and civil engineering students Artem Solovey and Adonai Garcia were members of a Lassonde graduate student team that placed second in the 2022 Esri Canada Centres of Excellence (ECCE) App Challenge. The ECCE App Challenge is an annual competition held by Esri Canada aimed at promoting innovation and creativity within the Esri Canada GIS Centres of Excellence. This year's theme was Natural Disasters or Emergency Preparedness. The Lassonde team designed *YorkU Soteria*, an app designed to work with official emergency authorities to keep its users safe and informed during and after a major emergency takes place.

York University faculty and staff were recognized for their support of students with disabilities at the fourth annual Student Accessibility Services End-of-Year Celebration. The celebration focused on the theme of interconnectedness, and 15 recipients were awarded for their collaboration, student focus, care and innovation. The 2021-22 award recipients are:

- Fahad Anser, master's of biology candidate, Faculty of Science
- Administrative Coordinator Ellis Lau, School of Information Technology, Faculty of Liberal Arts & Professional Studies (LA&PS)
- Michael Jodah Kenny, PhD candidate, Faculty of Education
- Associate Professor Christopher Paul Chan, School of Human Resource Management, LA&PS
- Associate Professor Jeffrey G. Hewitt, Osgoode Hall Law School
- Course Director Tom Hooper, Department of Social Science, LA&PS
- Faculty Member Krista Hunt, School of Gender, Sexuality and Women's Studies, LA&PS
- Associate Professor Emeritus Neita Israelite, Faculty of Education
- Assistant Professor Palma Paciocco, Osgoode Hall Law School
- Faculty Member Krista Phillips, Department of Psychology, Faculty of Health
- Faculty Member Hope Shamonda, School of Administrative Studies, LA&PS
- Associate Professor John Simoulidis, Department of Social Science, LA&PS
- Assistant Professor Yvonne Su, Department of Equity Studies, LA&PS
- Faculty Member Sadia Zafar, Department of Psychology, Faculty of Health
- Faculty Member Selma Zecevic, Department of Humanities, LA&PS

The student-run Future of Marketing magazine, curated by Schulich graduate students, announced five Master of Marketing (MMKG) '22 candidates as the new managing editors of the magazine for summer 2022: Ayesha Bajwa, Tiffany Ho, Margaret McConkey, Mohini Mohandas and Eric Stanley. The magazine is the largest digital publication on the topic, with more than 1.4 million pages read.

During the pandemic, York University assistant professor of nursing, Brenda Orazietti, wrote and directed five video clinical nursing simulation games that provide nursing students with the practical experience they weren't able to get in person due to cancelled placements and practicums. The videos were funded by a York Academic Innovation Fund grant and a Virtu-WIL grant from Colleges & Institutes Canada.

Faculty of Education Professor, Sharon Murphy, was honoured with a 2022 University Professorship for her outstanding research contributions to the University. The honour was recognized and celebrated during Spring Convocation. A University Professor is a member of faculty recognized for extraordinary participation and contribution to university life, as well as scholarship and teaching success. The award is conferred upon long-serving tenured faculty members who have made extraordinary contributions to the University as colleagues, teachers and scholars.

Osgoode Hall Law School Professor Valerio De Stefano has been awarded a prestigious Tier 2 Canada Research Chair in Innovation, Law and Society. The Tier 2 CRC is valued at $600,000 over five years. This is the law school's second Canada Research Chair. Professor Deborah McGregor, who is cross appointed with the Faculty of Environmental and Urban Change, holds the Canada Research Chair in Indigenous Environmental Justice.

Osgoode Hall Law School's Chief Law Librarian, Yemisi Dina, was awarded the Daniel L. Wade Outstanding Service Award by members of the Chicago-based American Association of Law Libraries for her exceptional service to one of its 14 special interest sections. As chair of the special interest section's Africa Interest Group, Dina organizes and creates educational programs at annual meetings for members focusing on foreign, comparative and international law topics related to Africa.

Ernest Leung, a master's student of the Joint Graduate Program in communication and culture at York University and Toronto Metropolitan University, is the inaugural recipient of the Global Hong Kong Essay and Creative Project Award. Leung received the award for his paper, "Humour and Political Resistance: Dayo Wong's Stand-Up Comedy in Hong Kong," which will be published by the York Centre for Asian Research (YCAR) in "New Voices on Global Hong Kong," a special occasional paper or creative project series at YCAR.

Masters of Environmental Studies alumna, Jamilla Mohamud, received the Canadian Institute of Planners President's Award for Young Planners. This award recognizes a young Canadian planner (under the age of 35) for outstanding professional success, vision, leadership, and service to the profession. Mohamud is an urban planner with Urban Strategies in Toronto and a founding member of the Black Planners and Urbanists Association (BPUA), leading the development of the BPUA's submission to Ontario's Housing Affordability Taskforce. She was also selected to represent BPUA on the OPPI Anti-Black Racism in Planning Task Force.

Faculty of Environmental and Urban Change Professor Andil Gosine's exhibit, *everything Slackens in a Wreck,* is running at the Ford Foundation Gallery in New York City from June 1 to Auguest 20. The exhibit features seven York University community members, including exhibiting artist and BFA and MFA alumna Margaret Chen, artistry from master of environmental studies graduate and incoming PhD candidate in environmental studies Amber Williams-King, and a film edited by masters in cinema and media studies student Kathrin Mentler. Environmental studies PhD student Aitak Sorahitalab, master of environmental studies student Kafia Abdulkader and sociology PhD student Elena Chou are featured in the exhibit's catalogue exploring reinventive spirit in times of crisis. The exhibiting work demonstrates a long, continuing history of survival and the particular contours of the four featured artists' lives and their necessary choices within the various spaces they inhabit in the Americas.

Three York University graduates received this year's Governor General Gold Medals, which recognize the outstanding scholastic achievements of graduate students in Canada. The 2022 recipients are:

- Signy Lynch, PhD in Theatre & Performance Studies
- Ilana Shiff, Masters in Clinical Developmental Psychology
- Allison Taylor, PhD in Gender, Feminist & Women's Studies

Three undergraduate students at York University have earned the Governor General's Silver Medal, an award that recognizes the outstanding scholastic achievements of undergraduate students in Canada. The 2022 recipients are:

- Samuel Isaac Dreyzin, Commerce, Faculty of Liberal Arts & Professional Studies (LA&PS)
- Robert Alexander Khatib, Biology, Faculty of Science
- Rosie Giannone, Law & Society (BA), Art History minor, LA&PS
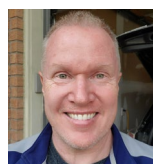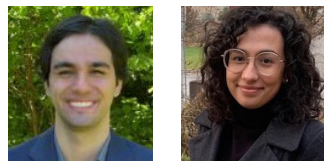
Five individuals who have considerably enhanced the quality of learning for York students are recipients of the 2022 President's University-wide Teaching Awards. The purpose of the awards is to provide significant recognition for excellence in teaching, to encourage its pursuit, to publicize such excellence when achieved across the University and in the wider community, and to promote informed discussion of teaching and its improvement. The 2022 recipients are:

- Michael Connor, Faculty of Health, Senior full-time category
- Susan D. Dion, Faculty of Education, Senior-full-time category
- Andrew Maxwell, Lassonde School of Engineering , Full-time faculty category
- Carolyn Steele, Faculty of Liberal Arts & Professional Studies (LA&PS), Contract and adjunct faculty category
- Janice Anderson, LA&PS, Teaching assistant category
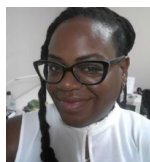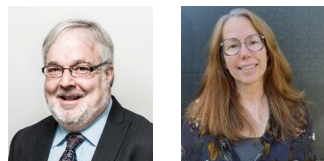
APPOINTMENTS

Professor Cheryl van Daalen-Smith has been appointed associate dean, academic, in the Faculty of Graduate Studies. She is cross-appointed to the Faculty of Health and the Faculty of Liberal Arts & Professional Studies – specifically with graduate programs in: nursing; health; critical disability studies; gender, sexuality and women's studies; interdisciplinary studies; and with the children, childhood and youth undergraduate program. Van Daalen-Smith will transition into her new role through July 2022.

Professor Jennifer Steeves has been appointed associate vice-president research effective July 1 for a five-year term. Since March 1, Professor Steeves has served as interim associate vice-president research. Prior to this role, Professor Steeves made an impact at the University through several leadership positions including associate dean research and graduate education for the Faculty of Science, from 2018-21, and as the director of the York MRI Facility.

Executive Committee – Report to Senate

At its meeting of 23 June 2022

FOR ACTION

a. Election of Members to Non-Designated Senate Committee Seats

The Senate Executive Committee recommends the following candidates for election to Senate committees with non-designated seats for the terms set out below.

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 23 June 2022.

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.

Awards Committee (2 vacancies; full-time faculty members)

Mehraneh Ebrahimi, Assistant Professor, Department of English, Liberal Arts & Professional Studies, for a three-year term of 1 July 2022 – 30 June 2025.

One vacancy remains on the Committee for Fall 2022.

Senate Tenure & Promotions Committee (6 vacancies; full-time faculty members)

Dan Priel, Associate Professor, Osgoode Hall Law School, for a one-year term of 1 July 2022 – 30 June 2023.

Ben Geva, Professor, Osgoode Hall Law School, for a six-month term of 1 July 2022 – 31 December 2022.

Four vacancies remain on the Committee for Fall 2022, increasing to five as of Winter 2023.

Remaining Senate Committee Vacancies
The Executive Committee continues to seek prospective candidates to fill the remaining vacancies on the *Tenure and Promotions and Awards* Committees, as well as the *Joint Sub-committee on Quality Assurance*. The Nominations Sub-Committee would be grateful for expressions of interest, which can be conveyed to the University Secretariat through Cheryl Underhill (underhil@yorku.ca).

Executive Committee – Report to Senate

b.   Senate Rules, Procedures and Guidelines: Revisions

Having provided *Notice of the Motion* in May, Senate Executive recommends:

"that Senate approve the following revisions to the Rules of Senate set out below,
with separate votes to be taken on each of the four separate amendments:

**i.   Hortative Motions: proposed expansion of the section to enhance clarity on
hortative motions.**

Existing Rule	Revised Rule (additional text in red)
4. MOTIONS	**4. MOTIONS**
4.3 Hortative motions express Senate's opinion on matters lying outside its jurisdiction [Amended October 26, 2006 amended February 25, 2016]	4.3 Hortative motions are advisory in nature. They express Senate's opinion on matters lying outside its jurisdiction.

**ii.   Senate Membership: change to the membership of Senate proposing addition
of the new position of Deputy Provost, Markham Campus and shifting the
position of Secretary of Senate to an ex-officio, non-voting Senator.**

Existing Rule	Revised Rule (additional text in red)
Appendix A Membership of Senate	**Appendix A Membership of Senate**
1.2 Membership of Senate as Determined by Resolution of Senate	**1.2 Membership of Senate as Determined by Resolution of Senate**
For the period July 1, 2021 to June 30, 2023 the membership of Senate shall be a maximum of ~~168~~ as follows...	For the period July 1, 2021 to June 30, 2023 the membership of Senate shall be a maximum of 169 as follows...
1.2.1 Members specified by the York Act (Total of 21)	1.2.1 Members specified by the York Act (Total of 21)
Chancellor (1)	Chancellor (1)
President (1)	President (1)
Vice-Presidents (5)	Vice-Presidents (5)
Deans and Principal (11)	Deans and Principal (11)
Dean of Libraries (1)	Dean of Libraries (1)
Two-to-four members of Board (2)	Two-to-four members of Board (2)
1.2.2 Faculty Members Elected by Faculty Councils (Total of 99)	1.2.2 Faculty Members Elected by Faculty Councils (Total of 99)
Arts, Media, Performance and Design 7 (minimum of 2 chairs)	Arts, Media, Performance and Design 7 (minimum of 2 chairs)

Executive Committee – Report to Senate

Education 4
~~Environmental Studies~~ 4
Glendon 8 (minimum of 1 Chair)
Health 12 (minimum of 2 Chairs)
Lassonde 8 (minimum of 1 Chair)
Liberal Arts & Professional Studies 36
  (minimum of 13 Chairs and 2 contract
  faculty members)
Osgoode 4
Schulich 5
Science 11 (minimum of 2 Chairs)
 	
1.23 <u>Librarians</u> (Total of 2)
 	
1.2.3 <u>Students (Total of 28)</u>
2 for each Faculty except 6 for LA&PS
Graduate Student Association (1)
York Federation of Students (1)
 	
1.2.5 <u>Other Members (Total of 13)</u>
Chair of Senate (1)
Vice-Chair of Senate (1)
~~Secretary of Senate (1)~~
Academic Colleague (1)
President of YUFA (1) with alternate
YUSA Member (1) with alternate
Member of CUPE 3903 (1) with alternate
Alumni (2)
College Heads (1)
University Registrar (1)
Vice-Provost Academic (1)
Vice-Provost Students (1)
 	
1.2.6 <u>Chairs of Senate Committees who are</u>
<u>not otherwise Senators</u> (Estimated
maximum of 5)
	Education 4
	Environmental and Urban Change 4
	Glendon 8 (minimum of 1 Chair)
	Health 12 (minimum of 2 Chairs)
	Lassonde 8 (minimum of 1 Chair)
	Liberal Arts & Professional Studies 36
	  (minimum of 13 Chairs and 2 contract
	  faculty members)
	Osgoode 4
	Schulich 5
	Science 11 (minimum of 2 Chairs)
	
	1.2.3 <u>Librarians</u> (Total of 2)
	
	1.2.4 <u>Students (Total of 28)</u>
	
	2 for each Faculty except 6 for LA&PS
	Graduate Student Association (1)
	York Federation of Students (1)
	
	1.2.5 <u>Other Members (Total of 13)</u>
	Chair of Senate (1)
	Vice-Chair of Senate (1)
	Deputy Provost, Markham Campus (1)
	Academic Colleague (1)
	President of YUFA (1) with alternate
	YUSA Member (1) with alternate
	Member of CUPE 3903 (1) with alternate
	Alumni (2)
	College Heads (1)
	University Registrar (1)
	Vice-Provost Academic (1)
	Vice-Provost Students (1)
	
	1.2.6 <u>Chairs of Senate Committees who</u>
	<u>are not otherwise Senators</u> (Estimated
	maximum of 5)
	
	1.2.7 <u>Ex-officio, Non-Voting</u>
	<u>Secretary of Senate</u> (1)

iii.   **Senate Nominations Rules and Procedures, Appendix C of the Rules of Senate: proposed revisions to integrate further equity considerations in the Senate nominations process for committee and elected positions.**

Executive Committee – Report to Senate

Existing Rule	Revised Rule Additions / changes in red text)
Appendix C Senate Nominations Rules and Procedures	**Appendix C Senate Nominations Rules and Procedures**
1. SENATE NOMINATIONS RULES AND PROCEDURES	**1. SENATE NOMINATIONS RULES AND PROCEDURES**
1.1. The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process.	1.1 The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process for membership on Senate committees and other positions elected by Senate.
	Principles As part of its commitment to equity, diversity and inclusion, Senate aims to constitute a body that is reflective of the diversity of the University community and in our society. Senate explicitly articulates its commitment and desire to enhance institutional equity, diversity and inclusion through its membership in the plenary, its standing committees and other elected positions.
Procedures 1.2 In developing the slate of nominees for vacant positions, the following actions are taken:	**Procedures** 1.2 In developing the slate of nominees for vacant positions, the following actions are taken, each to explicitly include the encouragement of nominations from individuals who self-identify as members of equity-deserving groups:
a. call for nominations is issued which lists vacancies and provides information about committees and positions b. Faculty Councils, Deans and Principal are asked for suggestions c. members of the Senate Executive Committee suggest names d. the names of those who have served on Senate Committees in the past are reviewed	a. call for nominations is issued which lists vacancies and provides information about committees and positions b. Faculty Councils, Deans and Principal are asked for suggestions c. members of the Senate Executive Committee suggest names d. the names of those who have served on Senate Committees in the past are reviewed

Executive Committee – Report to Senate

Elections and Acclamations

1.3 Senate Executive shall endeavour to identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty- designated seats. This is a guiding principle and not a requirement for election processes, which may result in acclamations.

Nomination Guidelines and Criteria

1.4 The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University.

1.5 Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:

a. the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three-year period
b. the skills, including leadership skills, which the candidates would bring to the position
c. the experience which the candidates would bring to the position
d. the current and historical balance among Faculties, in the case of non-designated committees

1.3 Senate Executive shall endeavour to:

a. identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty-designated seats on relevant Senate committees. This is a guiding principle and not a requirement for election processes, which may result in acclamations.

b. identify nominations from diverse candidates from equity-deserving groups

Nomination Guidelines and Criteria

1.4 The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents and the diversity of members of all Faculties of the University.

1.5 Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:

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b. the skills, including leadership skills, which the candidates would bring to the position
c. the experience which the candidates would bring to the position
d. the current and historical balance among Faculties, in the case of non-designated committees

Executive Committee – Report to Senate

e. the current and historical ~~gender~~ balance	e. the current and historical balance of diversity of members from equity-deserving groups
f. the range of skills and experience of other continuing members of the committee	f. the range of skills and experience of other continuing members of the committee
g. the level of interest of the candidate in the subject matter	g. the level of interest of the candidate in the subject matter
h. the availability of the individual to attend meetings and contribute to the work of the committee	h. the availability of the individual to attend meetings and contribute to the work of the committee
i. the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee	i. the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee
1.7 In applying the criteria above, a special effort should be made to include ~~younger~~ and less experienced faculty in the work of committees as a means of developing them for further service in the future.	1.7 In applying the criteria above, a special effort should be made to include junior and less experienced faculty in the work of committees as a means of developing them for further service in the future.
1.8 Leadership ability and ~~relevant~~ experience must be present in those being put forward for senior positions and committees.	1.8 Leadership ability and experience in any relevant context must be present in those being put forward for senior positions and committees.

Note: *"equity-deserving"* includes women, Black, racialized persons and Indigenous Peoples, persons with a disability, and persons who identify in the 2SLGBTQ+ community.

iv. Changes and additions to enhance clarity and reflect practices as set out in Appendix A to the Executive report, including: capacity for virtual mode of Senate meetings; use of e-polls in Senate meetings; enhanced oversight role of Executive in review of Faculty Council rules; updated student composition on Faculty Councils to reflect current Faculty structures; increase in notice time for requests to add new business; updated mandate and composition for the Senate Executive Sub-committee on Equity, and non-voting membership of ASCP.

Executive Committee – Report to Senate

Background
Consistent with the requirement to publish updated Senate Rules every three years (Section 7.5), one of Senate Executive's priorities for the year has been a Rules review.

In December, the preliminary inventory of suggestions for this year's Rules review exercise was distributed to Senators with a call for additional suggestions. The scope of the review was confirmed by Executive in January.

There are three key aspects to the revisions being proposed at this time:

- changes to various sections within the body of the Rules to enhance clarity on and/or practicality of certain matters
- change to the membership of Senate to add the new position of Deputy Provost, Markham Campus and to shift the Secretary of Senate to an ex-officio, non-voting role.
- changes to the *Senate Nominations Rules and Procedures*, Appendix C to the Rules, mostly related to equity, diversity and inclusion.

Over the course of several meetings this spring, the Committee discussed the revisions to the Rules and principles to guide decisions on the composition and size of Senate. A preliminary discussion of the recommended changes with Senate in May allowed for reflections to be shared and deliberated, and a final considered document brought back for approval in June.

Rationales
The full set of Rules with the revisions incorporated is attached as Appendix B to the Executive report. The suite of changes is meant to provide a balanced approach to enhance the functioning and effectiveness of meetings based on Executive's observations over the past three years, the input of Senators provided through the annual surveys, and recent changes in structures and practices at the University. A rationale supporting the changes in each of the four groups of amendments is set out below.

> i. *Hortative Motions: proposed expansion of the section to enhance clarity on hortative motions.*

Hortative motions have been a long standing type of motion within *The York University Rules of Senate*. While not uncommon, hortative motions have not been regular items of business on Senate agendas; over the years there has been an ebb and flow to their use. Of late, hortative motions have been presented at Senate and several Faculty Councils for debate and decision. This activity has prompted questions about this type of motion; what they mean and what their role is in our governance processes. The proposed expanded section in the Rules of Senate is intended to enhance clarity about hortative motions to facilitate their use in our collegial governance meetings.

Executive Committee – Report to Senate

ii.   Senate Membership: change to the membership of Senate proposing addition of the new position of Deputy Provost, Markham Campus and shifting the position of Secretary of Senate to an ex-officio, non-voting Senator.

Being proposed is the addition of the position of the Deputy Provost, Markham Campus to the composition of Senate and a change in status of the Secretary of Senate from a voting member to an ex-officio, non-voting member.

The Markham Campus is fully a part of York University. It will not be a separate Faculty at the outset, but a distinct campus that will provide programming from four existing Faculties housed on the Keele campus. It is imperative for the success of the new campus that a balance be struck between integration and autonomy. In other words, there needs to be a knitting together of the campus with the rest of the University and, yet, it also needs to have its own voice.

The position of Deputy Provost has been established to be the academic lead of the campus. The position requires the incumbent to play a leadership role in the academic and administrative support for academic programs, student experience and research, as the delegate of the Provost & Vice-President Academic and in collaboration with Deans Offices, the Vice-President Research & Innovation, and other York senior administrators.

Folding the Deputy Provost position into the Senate membership provides a first form of representation for the Markham Campus on Senate. As the inaugural Deputy Provost has been appointed and is actively engaged in implementing the academic plans for the campus, the time is right to integrate this position within the Senate membership.

In recent years Senate has expressed a desire to contain the size of Senate. In the feedback from the annual surveys, Senators have also noted the increasing number of senior administrative positions added to the membership. (*Note*: Nevertheless, the proportion of senior administration positions within York's Senate membership seems to be on the low side relative to many Ontario and several Canadian universities; the proportion of faculty members on York's Senate on the other hand appears to be at the high end across those same universities.) Respecting both of those factors, it is proposed to shift the administrative position of Secretary of Senate as a voting member to an ex-officio, non-voting member coincident with the addition of the Deputy Provost, Markham Campus, to preserve the current balance of voting positions between senior administration and elected faculty members. This change also reinforces the impartiality and fairness of the Secretary's role, and it is in line with practices and Senate compositions at other Ontario and Canadian institutions.

Other Markham-related changes to Senate and Senate Committee compositions will be considered in conjunction with the next review of Senate membership in 2022-2023.

Executive Committee – Report to Senate

> iii. *Senate Nominations Rules and Procedures, Appendix C of the Rules of Senate: proposed revisions to integrate further equity considerations in the Senate nominations process for committee and elected positions.*

As the 2010-2015 University Academic Plan stated, "equity is embedded in our planning processes and evaluation measures. It is our shared responsibility to create the conditions for all to achieve their potential and participate fully in the academic community." As an expression of York's commitment to social justice and equity as one of its values, the Senate Executive Sub-committee on Equity is mandated by Senate to review, recommend revisions to, and propose and pursue policies in the domain of equity that are within Senate's mandate. On behalf of the Executive Committee, the Sub-committee reviewed the *Senate Nominations Rules and Procedures* with a view to integrate further equity considerations in the nominations process for committee and elected positions. Discussions this year on the *Framework to Address Anti-Black Racism and Action Plan*, and the draft *Equity, Diversity and Inclusion Strategy* informed the Sub-committee's review of the Senate nominations process and the recommended revisions set out above. The changes are intended to enhance the diversity of members from equity-deserving groups participating in Senate governance and broaden the lens of "experience" considered for the various seats and positions beyond the traditional service roles that have until now been relied upon.

> iv. *Changes and additions to enhance clarity and reflect practices (as set out in Appendix A to the Executive report) includes: capacity for virtual mode of Senate meetings; use of e-polls in Senate meetings; enhanced oversight role of Executive in review of Faculty Council rules; updated student composition on Faculty Councils to reflect current Faculty structures; increase in notice time for requests to add new business; updated mandate and composition for the Senate Executive Sub-committee on Equity, and non-voting membership of ASCP.*

The review of the Rules every three years affords an opportunity for updates and adjustments in response to developments, changes in practices, and to address feedback from Senators or Senate committees. Several such circumstances have been identified in this year's review exercise which has resulted in a suite of minor revisions being recommended, all in the vein of enhancing the functioning of Senate. The revisions set out in Appendix A are to:

- reflect the new option of the virtual and hybrid modes of delivery for Senate meetings and the use of e-polls in the meetings that have been put into practice since the pandemic in spring 2020

- provide reasonable and necessary time for the Chair of Senate to rule if motions for the addition of new business are in order through consultation with the Secretariat and/or Senate Executive, and (if ruled in order) provide to Senate a notice and

relevant documentation so that Senators can reflect on the pertinence of adding new business to the agenda in advance of the vote on the matter

- provide reasonable time to confirm delayed nominees' eligibility for Senate committee / positions.

- clarify the role of the Executive Committee in reviewing changes to Faculty Council Rules

- update the student composition on Faculty Councils to reflect current Faculty / School / College structures and the devolution of graduate curriculum functions to anchor Faculties.

- remove references to Vice-Chairs of Senate committees as use of the role dissipated over the last decade.

- updates to the mandate and composition of the Senate Executive Sub-committee on Equity and to the ex-officio membership of ASCP

- enhance clarity and consistency in terminology through editorial updates

The revised set of Rules presented to Senate for approval are the result of a comprehensive and conscientious review exercise taken up this year. Executive will monitor and assess the impact and effectiveness of the changes, seeking and responding to Senators' feedback as usual in the annual surveys.

FOR INFORMATION

c. Monitoring the Pandemic Disruption

The Provost advised that in the context of the disruption, conditions at the University are improving; the transmission rates of the virus are declining in line with the lower infection rates in the Province and there are a relatively small number of cases within York's community. Monitoring of the public health conditions will continue over the summer.

The City of Toronto and the Province have ended their respective pandemic state of emergency. The University continues to provide rapid tests, host vaccination clinics and through June is keeping the mask mandate in effect. However, the University is able to shift to a less intensive management of operational issues with the improving circumstances. The Dean and AVP Graduate Studies, Tom Loebel, and the Assistant Vice-Provost Student Success, Yvette Munro, are providing leadership for the ongoing oversight of managing the University's response.

Senate Executive has been actively discussing the time to declare the disruption to academic activities over. It issued a communication to Senate and the community addressing its plans earlier this month, advising that it will consider the matter early in the Fall 2022 term.

Executive Committee – Report to Senate

Fall term planning is underway in anticipating of a return to more normal circumstances. 87% of FW 2022-23 courses are listed as in-person courses, with some in Hy-flex mode, and approximately 13% are coded as online / blended. That split reflects a pre-pandemic balance of course delivery. An issue being examined is the management of COVID-related student illnesses once the disruption declared ended. The Senate ASCP Committee is being consulted on the policy context and options that need to be considered, including plans for the requirement of Attending Physician Statements in petitions, appeals and deferred standing processes.

d. Review of Faculty Council Rules and Procedures
The Executive Committee reviewed and endorsed changes to the rules and procedures for the Faculty Council of the Faculty of Graduate Studies which introduced a re-organization of the Council membership and mandate following the transfer of graduate program resourcing, program development and related collegial governance responsibilities to the anchor Faculties.

e. Senate Attendance 2021-2022
The notable increase in Senate attendance observed for the last two years continued in 2021-2022 at 72.7% (September – May). The virtual mode of delivery of Senate meetings is producing these stronger attendance results. Early in the autumn, the Executive Committee will reflect on the attendance trend together with feedback from Senators in the Senate survey (presently in progress) to identify measures to sustain collegial participation in governance and foster pan-university engagement in institutional planning processes. A decision about the mode of Senate meetings for FW 2022-2023 will be made when the decision is made of declaring the disruption ended. Senators are canvassed on their experience with virtual meetings in this year's annual survey. Those who have not yet completed the survey are encouraged to do so prior by 24 June 2022. The 2021-2022 attendance report is in Appendix C.

f. Senate Committees' 2021-2022 Priorities
At the outset of each new academic year, Senate committees establish priorities that support the advancement of UAP priorities. The APPRC, ASCP, and Executive Committees provided summative reports on their respective progress towards defined actions. The reports were reviewed by Executive. Collectively, the completion of goals and advancement of initiatives to next stages is impressive, particularly while members again juggled demands on their time to manage pandemic-related business and adjustments in their own teaching and scholarship; Senate Committees and their Chairs are owed a word of special acknowledgement and appreciation for all the work undertaken and the accomplishments achieved this year. Priorities that are being carried forward to the 2022-2023 academic year have been noted. Senators are encouraged to review the committees' summaries, attached as Appendix D.

Executive Committee – Report to Senate

g. Summer Authority

In accordance with Senate rules, Senate Executive affirmed at its meeting in June that,

> *"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."*

h. Expressing Appreciation

Continuing members and staff of the University Secretariat wish to convey their sincere gratitude to members of Senate Executive whose terms conclude this month. They are Marcia Annisette (Schulich), Mazen Hamadeh (Senator on the Board of Governors), Parmin Rahimpoor-Marnani (student), Rick Wildes (Lassonde), Cheryl van Daalen-Smith (Graduate Studies) and Immaculee Uwanyiligira (student). The continuation this year of the COVID-19 pandemic meant that members of Senate Executive were again called upon to contribute to the difficult task of managing a disruption of academic activities. Additional meetings were accommodated by members, and they brought thoughtful reflections on academic planning principles and adjustments to policies. The support of committed, generous and community-focused members is indispensable in collegial governance, and we send them off with best wishes for their future endeavours.

Mario Roy, Chair
Poonam Puri, Vice-Chair

1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE	1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE
1.3 The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles: …	1.3 The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles: …
b. Senate is open to the University community unless it duly resolves to move into closed session.	b. Senate is open to the University community unless it duly resolves to move into closed session. Community access to Senate meetings held virtually will be facilitated by livestreaming or a comparable online option.
Matters Not Covered by These Rules	**Matters Not Covered by These Rules**
1.6 These rules are intended to be comprehensive. When an issue not foreseen by these rules arises, the Chair, in keeping with the principles outlined in the preamble, shall make a ruling or consult with Senate Executive. The Chair shall report at the next meeting of Senate, which may consider what action to amend these rules and procedures, if any, should occur.	1.6 These rules are intended to be comprehensive. When an issue not foreseen by these rules arises the Chair, in keeping with the principles outlined in the preamble, shall normally consult with Senate Executive prior to making a ruling. The Chair shall report on the issue at the next meeting of Senate, which may consider what action to amend these rules and procedures, if any, should occur.

2. MEMBERSHIP OF SENATE	**2. MEMBERSHIP OF SENATE**
Duties of the Vice-Chair	**Duties of the Vice-Chair**
2.4 The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the vice-chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair's term or in the event of the Chair's resignation. The Vice-Chair is the Chief Teller for all votes at Senate meetings.	2.4 The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the Vice-Chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair's term or in the event of the Chair's resignation. The Vice-Chair is the Chief Teller for all votes at Senate meetings where in-person voting is conducted by paper ballot or a show of hands.
Eligibility for the Election of Faculty Members	**Eligibility for the election of Faculty Members**
2.2. All full-time and contract faculty members are eligible for membership on Senate. [October 27, 1994]	2.2 All full-time and contract faculty members are eligible for membership on Senate. Faculty Councils are responsible for reporting the results of their elections of full-time and contract faculty member representatives on Senate.
Failure to Attend Meetings, Temporary Absences and Resignation	**Failure to Attend Meetings, Temporary Absences and Resignation**
2.14 Senators holding an elected seat who wish to retain their Senate seat while on leave for a term or more shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.	2.15 Senators holding an elected seat who wish to retain their Senate seat while on leave for a term or more (including sabbaticals) shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.

3. MEETINGS OF SENATE	3. MEETINGS OF SENATE
Open and Closed Sessions	**Open and Closed Sessions**
3.14 Meetings of Senate are open to members of the University community, subject to the availability of space. [October 24, 1968 affirmed by Senate Executive, June 2001]	3.14 Meetings of Senate held in-person or in hybrid[1] mode are open to members of the University community, subject to the availability of physical space. Meetings of Senate held exclusively in virtual mode will normally be restricted to Senators to ensure the integrity of voting. Virtual meetings will be livestreamed for members of the University community to observe the proceedings.
3.15 When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed.	3.15 In the event extenuating circumstances prevent a meeting from proceeding in the planned in-person or in hybrid mode, the decision will be made by the Chair of Senate, with the advice of the Executive Committee where possible, to move the meeting to a virtual mode of delivery.

3.16 When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be ~~closed~~ *in camera.* |

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[1] Hybrid meetings combine in-person and virtual modes of delivery.

4. MOTIONS	4. MOTIONS
Notice of Motion 4.5 Substantive and hortative motions intended for Senate's consideration at its regular monthly meeting or special meeting of Senate must be submitted to the Executive Committee for consideration at its regular monthly meeting, which is normally held in the two weeks prior to regular meetings of Senate.	**Notice of Motion** 4.5 Substantive and hortative motions intended for Senate's consideration at its regular monthly meeting of Senate must be submitted to the Executive Committee for consideration at its regular monthly meeting, which is normally held in the two weeks prior to regular meetings of Senate. Substantive and hortative motions intended for consideration at a special meeting of Senate must be submitted to the Executive Committee for consideration prior to the finalization of the agenda for the special meeting.
Determining That Motions Are in Order 4.7 The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate's consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order. 4.9 All rulings by Senate Executive that a motion is out of order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to appeal. 4.10 Substantive and hortative motions for which notice has not been given must be delivered to the Chair in writing before the commencement of a meeting for a determination whether or not a motion is in order.	**Determining That Motions Are in Order** 4.7 The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate's consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order. 4.9 All rulings by the Chair of Senate that a motion is not in order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to appeal. 4.10 Substantive and hortative motions for which notice has not been given to Senate Executive [as set out in Paragraph 4.5] must be delivered to the Chair in writing at least one business day before the commencement of a meeting for a determination whether a motion is in order; the Chair has discretion to exercise flexibility on the deadline.

Amendments	Amendments
4.17 The Chair shall rule out of order any amendment which would negate or substantially alter the main motion.	4.17 The Chair shall rule out of order any amendment which would negate or substantially alter the intent of the main motion.
Procedural Motions	**Procedural Motions**
4.37 Procedural motions require a mover and seconder and take precedence over the substantive or hortative motions which are under consideration at the time they are moved.	4.37 Procedural motions require a mover and seconder and take precedence over the statutory, substantive or hortative motions which are under consideration at the time they are moved.
Motion to Introduce Business for Which Due Notice Has Not Been Given	**Motion to Introduce Business for Which Due Notice Has Not Been Given**
4.48 A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair before the meeting commences so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.	4.48 A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair at least one day before the meeting ~~commences~~ so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting. The Chair has discretion to exercise flexibility on the deadline.
5. DEBATES AND MOTIONS	**5. DEBATES AND MOTIONS**
5.6 Votes must be cast in person.	5.6 Votes can only be cast by Senators in attendance at a meeting, whether in a virtual or in-person mode of delivery.
5.8 When a question has been called, no motion can be made and no other intervention or discussion is permitted until the tally is completed and the results announced.	5.8 When a question has been called, no motion can be made, and no other intervention or discussion is permitted until voting is completed and the results announced.

7. STATUTES, RULES, POLICIES AND PROCEDURES **Changes to the Rules, Procedures & Guidelines** 7.5 Not less frequently than every three years an updated version of the Rules ~~Procedures and Guidelines~~ shall be published online. 7.6 Nothing shall be included in Rules ~~Procedures and Guidelines~~ that purports to be a statute, by- law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate. 7.7 No modifications of Rules ~~Procedures and Guidelines~~ shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate.	**7. STATUTES, RULES, POLICIES AND PROCEDURES** **Changes to the Rules of Senate** 7.5 Not less frequently than every three years an updated version of the Rules of Senate shall be published online. 7.6 Nothing shall be included in Rules of Senate that purports to be a statute, by- law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate. 7.7 No modifications of the Rules of Senate shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate.
8. SENATE COMMITTEES **Faculty Councils** 8.6 Changes to the rules and procedures of Councils shall be reviewed by the Executive Committee to ensure their compliance with recognized principles and practices	**8. SENATE COMMITTEES** **Faculty Councils** 8.6 Changes to the rules and procedures of Councils shall be reviewed and approved by the Executive Committee to ensure their compliance with recognized principles and practices and general consistency across the Faculty Councils.

Student Membership on the Councils of Faculties and Colleges	**Student Membership on Faculty Councils** ~~of Faculties and Colleges~~
8.8 The number of student members of each of the Councils of Faculties and Colleges is determined by the respective Councils on the understanding that: a. the number of student members on Councils of undergraduate Faculties and Colleges not exceed fifteen percent (15 per cent) of the total voting membership of each of those Councils, and b. the number of student members on Councils of graduate Faculties and Colleges (including the Osgoode Hall Law School) not exceed twenty-five percent (25 per cent) of the total voting membership of each of those Councils. [January 1969]	8.8 The number of student members of each of the Faculty Councils ~~of Faculties and Colleges~~ is determined by the respective Councils on the understanding that~~:~~ ~~a. the number of student members on Councils of undergraduate Faculties and Colleges not exceed fifteen percent (15 per cent) of the total voting membership of each of those Councils, and~~ ~~b.~~ the number of student members on Faculty Councils ~~of graduate Faculties and Colleges (including the Osgoode Hall Law School)~~ does not exceed twenty-five percent (25 ~~per cent~~) of the total voting membership of each of those Councils. [January 1969]
Nomination Process 8.18 Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated in this manner shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible.	**Nomination Process** 8.18 Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated in this manner should normally be communicated to the Secretary of Senate at least one day in advance of the meeting to determine those additional candidates' eligibility.

Chairs and Vice-Chairs of Committees 8.23 Each Senate committee and legislated sub-committee elects a Chair and Vice-Chair from among its members. Vice-Chairs are responsible for assisting Chairs in the performance of their duties and assuming the duties of Chair in the following year.	**Chairs ~~and Vice-Chairs of Committees~~** 8.23 Each Senate committee and legislated sub-committee elects a Chair ~~and Vice-Chair~~ from among its members. ~~Vice-Chairs are responsible for assisting Chairs in the performance of their duties and assuming the duties of Chair in the following year.~~ On occasions where the Chair is temporarily unavailable a member of the Committee / sub-committee will serve as Acting Chair.
General Rules Regarding Committee Membership 8.25 Members of standing committees going on leave will be deemed to have resigned their seats.	**General Rules Regarding Committee Membership** 8.25 Members of standing committees going on leave (including sabbaticals of six-months or longer) will be deemed to have resigned their seats.

Appendix B Standing Committees of Senate
 	
2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY
 	
Composition
 	
1.1.   The Committee is composed of the following members…
 	
  b. Non-Voting Members
 	
  Dean of Libraries (or delegate)
  Vice-Provost Students
  Secretary of Senate
	Appendix B Standing Committees of Senate
	
	2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY
	
	Composition
	
	1.1. The Committee is composed of the following members…
	
	  b. Non-Voting Members
	
	  ~~Dean of Libraries (or delegate)~~
	  ~~Vice-Provost Students~~
	  Secretary of Senate (or delegate)

5. EXECUTIVE **Terms of Reference** 5.8 The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs and vice chairs.	**5. EXECUTIVE** **Terms of Reference** 5.8 The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs ~~and vice chairs.~~

Sub-Committees of Executive Committee	Sub-Committees of Executive Committee
Sub Committee on Equity	**Sub Committee on Equity**
Mandate	**Mandate**
5.12 The Sub Committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate's mandate, either through its own initiative or by coordinating the work of Senate committees. It shall facilitate the consideration of equity matters and serve for Executive as Senate's liaison with other bodies of the University. The Sub-Committee will report twice annually to Senate on equity issues and report to bodies such as the President's Advisory Council on Human Rights. The Sub Committee shall also ensure that other Senate committees act and report on aspects of their mandates that relate to equity. In discharging its mandate, the Sub Committee shall seek such advice as is necessary and desirable.	5.12 The Sub-committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate's mandate. Through a coordinating function, the Sub-committee also promotes action to be taken by other Senate committees on aspects of their mandates that relate to equity, recommending initiatives and policy changes to the committees, and regular reporting to Senate on the integration of equity considerations. In discharging its mandate, the Sub-committee seeks such advice from and communicates with central equity bodies, Faculty Councils and their committees, as is necessary and desirable.
Composition	**Composition**

5.13 The sub-committee is composed of the following members:
 	
  Chair of Senate (or delegate)
  Secretary of Senate (or delegate)
  Other members of Executive (normally 1 student)
  Member of Academic Policy, Planning and Research
  Member of Academic Standards, Curriculum and Pedagogy
	5.13 The Sub-Committee is composed of the following members:
	
	  Chair of Senate (or delegate)
	  2 additional ~~other~~ members of Senate Executive (normally including one student)
	  1 Academic Policy, Planning and Research member designated by the Committee
	  1 Academic Standards, Curriculum and Pedagogy member designated by the Committee
	  Vice-President, Equity, People and Culture, *ex-officio*
	  Secretary of Senate (or designate), *ex-officio*

Reporting	Reporting
5.14 The Sub Committee's reports to Senate Executive will be a standing item on the agenda of Senate Executive Committee, and the Sub Committee is required to inform Senate Executive of its activities on a regular basis. The Sub Committee will file its twice annual reports after consulting with other Senate committees. 5.15 In addition to members from Senate Executive, the membership of the Equity Sub-Committee shall include a member from each of Academic Policy, Planning, and Research, and Academic Standards, Curriculum, and Pedagogy.	5.14 ~~The Sub-committee's reports to Senate Executive will be a standing item on the agenda of Senate Executive Committee, and~~ The Sub-committee ~~is required to~~ will report regularly to ~~inform~~ Senate Executive ~~of~~ on its activities ~~on a regular basis. The Sub Committee will file its twice annual reports after~~, including its consul~~tations~~ with other Senate committees on equity-related matters. ~~5.15 In addition to members from Senate Executive, the membership of the Equity Sub-Committee shall include a member from each of Academic Policy, Planning, and Research, and Academic Standards, Curriculum, and Pedagogy.~~

YORK UNIVERSITY RULES OF SENATE

JULY 2022

APPENDIX A 33

1. MEMBERSHIP OF SENATE 33

APPENDIX B 35

STANDING COMMITTEES OF SENATE...35

1.   ACADEMIC POLICY, PLANNING AND RESEARCH 35

1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE

1.1.   The Senate is responsible for the academic policy of the University and may recommend to the Board the establishment of Faculties, Schools, Institutes and Departments, and the establishment of Chairs, and may establish Councils in the Faculties, Schools or Institutes established, and may enact by-laws, rules and regulations for the conduct of its affairs, and without limiting the generality of the foregoing, has power

   a.   to consult with the Board and to make recommendations as to the appointment of the Chancellor and President

   b.   to determine and regulate the standards for the admission of students to the University, the contents and curricula of all courses of study, and the requirements for graduation

   c.   to conduct examinations and appoint examiners

   d.   to deal with matters arising in connection with the award of fellowships, scholarships, medals, prizes and other awards for academic achievement

   e.   to confer the degree of Bachelor, Master and Doctor and all other degrees, diplomas and certificates in all branches of learning that may appropriately be conferred by a university

   f.   after consultation with the Board, to confer honorary degrees.

(York University Act, Legislature of Ontario, 1965, c. 143, s.12)

1.2.   Senate has a responsibility to conduct its business and carry forward its mandate of academic governance as described in the York Act.

1.3.   The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles:

   a.   Senate shall provide Senators with due notice of matters to be decided at a meeting.

   b.   Senate is open to the University community unless it duly resolves to move into closed session. **Community access to Senate meetings held virtually will be facilitated by livestreaming or a comparable online option.**

   c.   Senators have a duty to attend meetings of the Senate and to vote on resolutions which come before the Senate. In so doing, Senators have an obligation to act with civility and decorum.

d.   Senate shall provide Senators with the opportunity to debate issues under consideration before a decision is made.

e.   Unless specifically indicated otherwise, Senate shall make its decisions on the basis of a simple majority of those Senators present and voting at a duly constituted meeting.

f.   All Senators have the same rights and obligations under Senates rules.

1.4.   The Chair of Senate shall enforce the rules in the spirit of these principles and, in so doing, will act fairly and impartially.

Matters Not Covered by These Rules

1.5.   These rules are inspired by the parliamentary traditions of Canada and other democratic jurisdictions and reflect these traditions as interpreted by recognized authorities.

1.6.   These rules are intended to be comprehensive. When an issue not foreseen by these rules arises, the Chair, in keeping with the principles outlined in the preamble, shall **normally consult with Senate Executive prior** to **making** a ruling. The Chair shall report **on the issue** at the next meeting of Senate, which may consider what action to amend these rules and procedures, if any, should occur.

2. MEMBERSHIP OF SENATE

2.1   Senate membership is established in accordance with section 12 of the York University Act. The current membership is set out in Appendix A.

Election, Term of Office and Duties of Chair and Vice-Chair

2.2.   The Chair shall be elected by Senate to serve for a period of eighteen months. The Vice-Chair is elected by Senate and serves for a period of eighteen months and succeeds the Chair for eighteen months.

Duties of the Chair

2.3.   The Chair of Senate is responsible for giving leadership to the Senate in the pursuit of its mandate. Without limiting the generality of the foregoing, the Chair presides at all meetings of Senate, ensures order is preserved at meetings, acts as the official spokesperson for Senate, chairs the Executive Committee of Senate, and ensures that Senate and its committees operate in conformity with the rules enacted by Senate.

Duties of the Vice-Chair

2.4.   The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the vice- chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair's term or in the event of the Chair's resignation. The Vice-Chair is the Chief Teller for all votes at Senate **meetings where in-person voting is conducted by paper ballot or a show of hands.**

Secretary of Senate

2.5.   The Secretary of Senate is appointed by the President and is responsible for the proper maintenance of Senate's records. The Secretary attends all meetings of the Senate and prepares minutes of all proceedings. The Secretary prepares all resolutions, reports or other documents which the Senate may direct, and all copies which may be required of any such document, prepares and countersigns all official documents, and generally discharges such other duties as may be assigned by the Senate or, when the Senate is not in session, by the Chair. In the case of the absence or illness of the Secretary, an Assistant Secretary shall act as Secretary *pro tempore* and for such period shall have all the powers of the Secretary.

Eligibility for the Election of Faculty Members

2.6.   All full-time and contract faculty members are eligible for membership on Senate. **Faculty Councils are responsible for reporting the results of their elections of full-time and contract faculty member representatives on Senate.**

Election of Student Senators

2.7.   Faculty Councils are responsible for reporting the results of elections of student representatives to Senate.

Terms of Senators

2.8.   Apart from those Senators defined by the York University Act (1965) as ex officio members, all Senators shall serve for a three-year term (re-election being possible), one-third retiring each year, except for student Senators whose terms of office shall be for two years from July 1 and for representatives of contract faculty whose term of office shall be one year from July 1 following their election.

Substitutes, Proxies and Designated Alternates

2.9.   Unless provision has been made for a designated alternate in the membership list found at Appendix A, elected and ex officio members shall not be entitled to designate a substitute or to vote by proxy. [Amended February 25, 2016]

2.10.   Designated alternates may cast a vote only in the absence of the regular member.

2.11.   Designated alternates must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member.

Failure to Attend Meetings, Temporary Absences and Resignation

2.12.   Elected Senators are deemed to have resigned upon accepting a full-time teaching position in another Faculty of York or at another University.

2.13.   Senate Executive shall inform Faculty Councils of the names of elected Senators who miss three consecutive meetings. Councils may declare the seats vacant and elect replacements for Senators who have missed three consecutive meetings.

2.14.   Senators holding an elected seat who wish to retain their Senate seat while on leave for a term or more shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to

be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.

2.15. **In the case of Senators opting to retain their seats while on leave for a term or more (including sabbaticals) shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.**

2.16. Senators on leave in the third year of their term are automatically deemed to have resigned their seats.

2.17. Students who cease to be enrolled in the Faculty that elected them also cease to be Senators or members of a Senate committee. Students may continue to serve to the end of June if they graduate at the Spring Convocation.

2.18. Elected Senators automatically vacate their elected seats when they accept an ex officio seat on Senate.

Periodic Review and Publication of Senate Membership Reviews

2.19. Senate Executive shall review changes in structures, faculty complements and student enrolments every two years and will recommend to Senate that seats be reallocated as necessary.

2.20. Membership rules shall be published in these Rules and the membership list provided in Appendix A.

3. MEETINGS OF SENATE

Regular Meeting Date and Time

3.1 Senate shall meet at 3:00 p.m. on the fourth Thursday of each month except July and August. No meeting may go beyond 5:00 p.m. unless a motion to this effect is passed by a two-thirds majority of Senators present and voting, or unless the agenda clearly indicates an alternate termination time as determined by the Executive Committee.

Special Meetings

3.2 The Chair may call a special meeting at any time. A special meeting shall also be called by the Chair on receipt of a signed petition submitted to the Secretary by a minimum of 18 Senators. The petition shall specify the purpose of and need for the special meeting. [June 28, 2001]. For the purpose of requesting a special meeting of Senate, individual petitioners may send an electronic communication in lieu of signing a petition.

3.3 Normal rules will be observed at special meetings of Senate with the following exceptions:

a. Notice: The period of notice for a special meeting is a minimum of twenty-four hours, and

b. Business: Only items of business specifically identified in the notification of such meeting can be transacted at a special meeting (i.e., there is no "Other Business" on the agenda).

Summer Authority

3.4 Between the June meeting of 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.

Alternative Meeting Dates and Times

3.5 Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of two- thirds of the Senators present and voting or if

the agenda clearly indicates an alternative termination time as determined by the Executive Committee.

Transaction of Business by Electronic Communications

3.6   In exceptional circumstances, the Executive Committee may authorize the transaction of Senate business by electronic communications. This may include the transmittal of reports or the conducting of votes on Senate business. The Executive Committee will provide a rationale for its authorizations.

3.7   Senate committees may transact business by means of electronic communications.

Meeting Cancellation

3.8   If the Executive Committee determines that there is insufficient business ready for consideration by Senate, it may agree not to hold a regular meeting.

Quorum

3.9   Senate may convene and conduct business only when 20 per cent or more of its membership is present at a regular or special meeting. If, during a duly constituted meeting the Chair observes (independently or at the request of a Senator) that quorum is no longer present, the Chair may adjourn the meeting.

Meeting Agenda and Order of Business

3.10   The agenda of each regular meeting of Senate is set by the Executive Committee and is published or circulated to each member of Senate no later than six days prior to the meeting for which notice is being given. The accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened. The agenda page or reports shall identify any additional items which may be dealt with or supplementary documents that will be distributed prior to or at a meeting.

3.11   Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow this order, without variation, except with the consent of two-thirds of Senators present and voting:

   a.   Chair's Remarks

   b.   Business Arising from the Minutes

   c.   Inquiries and Communications (Colleague's Report and other items)

   d.   Report of the President

e.   Reports of Standing Committees Reports of Special Committees

   f.   Other Business for Which Due Notice Has Been Given

   g.   Other Business

   h.   Consent agenda (Minutes, Board synopsis and other items)

3.12   The Executive Committee may alter the order of the agenda for a particular meeting in order to prioritize matters coming before Senate provided that the order of business appears on the notice of meeting.

3.13   The notice of meeting may identify items to be dealt with by consent. A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more Senators advises the Chair of a request to debate it.

Open and Closed Sessions

3.14   Meetings of Senate **held in person or in hybrid mode[1]** are open to members of the University community, subject to the availability of **physical** space. **Meetings of Senate held exclusively in virtual mode will normally be restricted to Senators to ensure the integrity of voting. Virtual meetings will be livestreamed for members of the University community to observe the proceedings.**

In Camera Meetings

3.15   In the event extenuating circumstances prevent a meeting from proceeding in the planned in-person or in hybrid mode, the decision will be made by the Chair of Senate, with the advice of the Executive Committee where possible, to move the meeting to a virtual mode of delivery.

3.16   When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a **meeting to be *in camera*.**

3.17   If notice has not been given by Senate Executive, a motion to conduct all or part of a meeting *in camera* requires a majority of Senators present and voting.

3.18   When Senate meets *in camera*, only Senators and staff of the University Secretariat may be present

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[1] Hybrid meetings combine in-person and virtual modes of delivery.

Senate Documentation

3.19   Documents shall only be distributed at Senate meetings with the approval of Senate Executive, the Chair of Senate or the Secretary of Senate.

3.20   All formal actions and decisions by Senate and its standing committees shall be recorded in minutes. The minutes of Senate and Senate committees are maintained in the University Secretariat, and documentation is available for examination with the exception of material that is identified as confidential.

3.21   The agenda and minutes for each meeting of Senate shall be sent to the Secretary of each Faculty Council.

3.22   A synopsis of the actions taken at each meeting shall be made available to Faculty Councils and published in the daily bulletin or other campus media.

3.23   Minutes of each Senate meeting shall be posted on the University Secretariat Website.

3.24   A synopsis of each meeting of the Board of Governors shall be provided to Senate.

3.25   Senate Executive may declare that certain documents are confidential.

Items for Information

3.26   Information published in the agenda for a meeting of Senate, or any matter distributed at a meeting of Senate, or transmitted to Senators by other means, is deemed to have been received by Senate.

Audio and Visual Recording

3.27   No audio or visual recordings of Senate meetings, whether live or through audio or video streaming, are permitted except with the agreement of the Chair, who shall announce the presence of persons authorized to make such recordings.

4. MOTIONS

4.1   All decisions are to be framed in the form of a motion and must be accompanied by a rationale which explains the import of the motion, outlines its intended consequences, and reports on the consultations undertaken in its preparation.

Types of Motions

4.2   Motions are categorized as follows:

a.   Substantive motions: Substantive motions propose that Senate exercise its authority to achieve a specified substantive objective.

b.   Statutory motions: Senate determines what matters are statutory in nature. Without limiting the generality of the foregoing, these include:

   i   the establishment of Faculties or other academic units (with the exception of research centres which are established according to the Senate Policy on Organized Research Units)
   ii   the establishment of Faculty Councils
   iii   the establishment of degrees
   iv   the establishment or dissolution of a Committee of Senate
   v   changes in Senate and committee rules including those related to membership

4.3   Procedural motions: Procedural motions relate only to process and not to substance (e.g. adjournment, referral, etc.).

4.4   Hortative motions **are advisory in nature. They** express Senate's opinion on matters lying outside its jurisdiction.

Notice of Motion

4.5   Substantive and hortative motions intended for Senate's consideration at its regular monthly meeting or special meeting of Senate must be submitted to the Executive Committee for consideration at its regular monthly meeting, which is normally held in the two weeks prior to regular meetings of Senate. **Substantive and hortative motions intended for consideration at a special meeting of Senate must be submitted to the Executive Committee for consideration prior to the finalization of the agenda for the special meeting.**

4.6   No notice is required for a procedural motion.

Determining That Motions Are in Order

4.7   The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate's consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order.

4.8   All motions circulated with the agenda are deemed to be in order.

4.9   All rulings **by the Chair of Senate** that a motion is **not in** order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to appeal.

4.10   Substantive and hortative motions for which notice has not been given **to Senate Executive [as set out in Paragraph 4.5]** must be delivered to the Chair in writing **at least one business day** before the commencement of a meeting for a determination whether or not a motion is in order**; the Chair has discretion to exercise flexibility on the deadline.**

Motions That Are Debatable

4.11   The following motions are debatable:

        a. substantive, hortative and statutory motions
        b. amendments to substantive, hortative and statutory motions
        c. sub-amendments to amendments, as above
        d. referral (debate is limited to the issues raised by the referral)
        e. changes to the order of the agenda
        f. rescinding previous actions
        g. limitations on the duration of a debate or on the length of time Senators may speak.

Dividing (or "Severing") a Motion

4.12   If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner which will help Senate deal effectively with the issues.

4.13   A motion may also be divided by means of a procedural motion to do so.

4.14   A motion to divide shall take precedence over the substantive or hortative motion under debate.

4.15   There is no debate on a motion to divide.

Amendments

4.16   An amendment is designed to alter the main motion without substantially changing its intent and shall be strictly relevant to the business under consideration.

4.17   The Chair shall rule out of order any amendment which would negate or substantially alter **the intent of** the main motion.

4.18   An amendment to a substantive or hortative motion may be moved without notice during debate on the main motion.

4.19   Normally the mover of an amendment is required to provide a written version of the amendment to the Chair.

4.20   If a motion to amend is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the amendment until the amendment is resolved.

4.21   Only one amendment to a motion may be on the floor at one time.

4.22   Each amendment must be resolved before another amendment or the main motion may be considered.

Sub-Amendments

4.23   A sub-amendment is intended to amend an amendment under consideration.

4.24   A sub-amendment can only be moved when an amendment is on the floor.

4.25   Normally the mover of a sub-amendment is required to provide a written version of the amendment to the Chair.

4.26   A sub-amendment is out of order if it has the effect of negating the amendment or altering the amendment to such an extent that it significantly frustrates the purpose of the amendment.

4.27   If a sub-amendment is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the sub-amendment until such time as the sub-amendment is resolved.

4.28   Only one sub-amendment may be on the floor at one time and must be resolved before another may be considered.

4.29   Sub-amendments must be resolved before the amendment can be resolved.

"Friendly" Amendments

4.30   During the course of debate, the mover and seconder may receive suggestions from the floor about the wording of motions. If the mover and seconder of a motion agree that the intent of the motion would be clarified by a change of wording, they may, with the agreement of the Chair alter the wording of the motion accordingly.

4.31   Any proposed change to the wording which significantly alters the intent of a motion is not a friendly amendment and may be ruled as such by the Chair.

Resolving a Motion, Amendment, or Sub-Amendment

4.32   Motions, amendments, or sub-amendments which are moved, seconded, and recognized by the Chair to be on the floor of Senate for discussion must be brought to a vote unless debate is ended by an intervening and overriding procedural motion.

4.33   A motion may be withdrawn by the mover and seconder if no Senator objects. If there is an objection the question of withdrawal may be put to a vote.

4.34   The Chair may request that the mover and seconder withdraw a motion if it appears that further debate is not in the best interests of Senate.

Procedural Motions

4.35   Most procedural motions are not debatable.

4.36   If a non-debatable motion has been moved, the Chair may invite the mover of the motion to explain in brief the reason for the motion.

4.37   Procedural motions require a mover and seconder and take precedence over the **statutory**, substantive or hortative motions which are under at the time they are moved.

4.38   The Chair may recognize other procedural motions (such as a motion to recess for a specified time) in circumstances where the implementation of such a motion would assist Senate in conducting its business effectively.

Motion to Refer (Debatable in part)

4.39   Although procedural in nature, a motion to refer has substantive elements that are debatable. In particular, a motion to refer must identify the person or body to whom the reference is made.

4.40   A motion to refer is in order when a substantive or hortative motion is on the floor of Senate for discussion. A motion to refer is not in order when an amendment or sub- amendment is on the floor.

4.41   When a motion to refer is on the floor, only issues relating to the nature of the proposed referral may be debated (for example, to whom the reference is made, why the reference is being made, when a report back should be expected, etc.).

4.42   If a motion to refer is defeated, no further motion to refer may be considered with respect to the specific substantive or hortative motion being considered unless, in the opinion of the Chair, significant new information has been provided in the debate which would warrant the re- consideration of a referral.

Motion to Put the Question

4.43   A motion to put the question may be considered when a main motion, amendment, sub-amendment, or a debatable procedural motion is on the floor.

4.44   If a motion to put the question is resolved in the affirmative, the Chair invites the mover of the main motion to make concluding remarks and then puts the question to Senate.

4.45   If a motion to put the question is resolved in the negative, debate on the main motion resumes.

4.46   No further motion to put the question can be considered regarding the same motion unless, in the opinion of the Chair, the nature of the subsequent debate warrants the consideration of such motion.

Motion to Introduce Business for Which Due Notice Has Not Been Given

4.47   A motion to consider matters for which due notice has not been given shall be considered under the agenda item of "Other Business."

4.48   A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair **at least one day** before the meeting so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting. **The Chair has discretion to exercise flexibility on the deadline.**

4.49   The consideration of new business for which due notice has not been given can only proceed with the consent of two-thirds of Senators present and voting.

Motion to Move into Committee of the Whole

4.50   A motion to move into Committee of the Whole is in order when any substantive or hortative motion, amendment, or sub-amendment is under consideration.

Motion to Adjourn Debate

4.51   A motion to adjourn debate is always in order.

4.52   If a motion to adjourn debate is carried, Senate shall move immediately to the next item of business.

4.53   The Chair, with the advice of the Executive Committee shall determine when and how the debate will be resumed.

Motion to Adjourn the Meeting

4.54   A motion to adjourn the meeting is always in order.

4.55   If a motion to adjourn the meeting is carried, the meeting ends immediately following the vote.

Motion to Extend and Further Extend the Meeting

4.56   A motion to extend a meeting is always in order.

4.57   A motion to extend a meeting shall specify the new time by which the meeting will conclude.

4.58   If a motion to extend a meeting is defeated, only one other such motion to extend may be considered subsequently.

4.59   A meeting can only be extended with the consent of two-thirds of Senators present and voting.

Motion to Permit a Non-Senator to Address Senate

4.60   A motion to permit a non-Senator to address Senate is always in order.

4.61   While there is no debate on such a motion, the mover shall provide a brief rationale.

Precedence of Motions

4.62   The Chair shall give precedence to motions as follows (from highest precedence to lowest):

   a.   to adjourn the meeting

b. to adjourn debate (or "table" a motion)
c. to put the question
d. to move in camera
e. to move into Committee of the Whole
f. to permit a non-member of Senate to speak
g. to refer
h. to amend an amendment
i. to amend.

5. DEBATES AND MOTIONS

Participation in Discussion and Debate by Senators and Non-Senators

5.1   Only Senators may participate in discussions and debates.

5.2   On occasion, Senate may wish to hear from persons who are not Senators. The Executive Committee or Chair may extend an invitation to a non-Senator to speak to Senate. Senate itself may, by majority resolution, agree to hear non-Senators on a particular subject for the purpose of adding new information within their expertise.

Debating a Motion

5.3   Senators may speak to any debatable motion but may speak only once to each such motion and for a maximum of 5 minutes to maximize Senator participation in debate.

Exceptions are as follows:

a.   the mover of a motion is entitled to speak first and last, each time for up to 5-minutes,

b.   the Chair determines that circumstances warrant extending the speaking time and specifies the amount of additional time allotted to the speaker in such instances.

c.   the mover, or an expert designated by the mover, may respond to questions as necessary or clarify material issues.

5.4   The Chair may rule out of order any remarks which are not relevant to the issue before Senate.

Voting

5.5   Only Senators may vote at Senate meetings. Elected and *ex-officio* Senators enjoy the same voting rights.

5.6   Votes can only be cast by Senators in attendance at a meeting, whether in a virtual or in-person mode of delivery.

5.7   When the Chair is satisfied that the debate on an item has covered a full range of issues, or when a motion to call the question has been approved, the Chair shall call the question.

5.8 When a question has been called, no motion can be made and no other intervention or discussion is permitted until **voting** is completed and the results announced.

5.9 Unless otherwise specified by the Executive Committee or Senate, voting is conducted by a show of name placards. [Amended February 25, 2016].

Votes by the Chair and Vice-Chair

5.10 The Chair may only vote in order to break a tie.

5.11 The Vice-Chair of Senate may vote on any motion.

Abstentions Not Recorded

5.12 Senators may choose not to vote. Abstentions are not votes, are not recorded, and are not factored in the tallying of votes (although Senators who are present and who choose not to vote are counted as part of quorum).

Unanimous Consent

5.13 On non-contentious issues, the Chair may dispense with taking a vote, provided no member objects.

Reconsideration of Business

5.15 When an issue is decided at a meeting of Senate, it may not be considered again during that meeting. Any subsequent consideration must conform to the notice provisions of these rules.

6. CONDUCT OF PROCEEDINGS AND DECORUM

Speaking Only When Recognized

6.1   No one may speak in Senate until they have been recognized by the Chair.

Addressing the Chair

6.2   Remarks must be addressed to the Chair who will ensure that Senate business is conducted in an orderly manner consistent with the principles, rules and procedures in this document.

Referring to Senators

6.3   Individual members of Senate are always referred to as Senator at meetings and in communications relating to Senate.

Speaking to Items on the Floor

6.4   Speakers shall confine their remarks to items that are on the floor as determined by the Chair.

Decorum

6.5   Decorum is to be observed at all Senate meetings. If, in the judgment of the Chair, decorum is not being exhibited and the proceedings are being adversely affected, the Chair will call for the Senator or visitor to observe decorum.

6.6   If a Senator or an observer does not respect the Chair's request to observe decorum, the Chair may require that the Senator(s) or observer(s) leave the meeting.

Points of Order

6.7   Points of order are made when it is alleged that there has been a breach of the rules of Senate.

6.8   Senators have a right and responsibility to rise on a point of order if they believe that the proceedings of a meeting are not consistent with these rules.

6.9   A point of order should be made as soon as the alleged irregularity occurs and should not be dealt with if other matters have intervened.

6.10   The Chair shall rule on a point of order without debate.

Points of Personal Privilege

6.11   Senators may raise a point of privilege based on the belief that the integrity of Senate or a Senator has been compromised.

6.12   If the Chair agrees that a privilege has been violated, the Chair's ruling may include remedies such as requesting an apology or the withdrawal of a remark, correction of a document, or other actions consistent with the principles of Senate membership.

6.13   The Chair shall rule without debate. However, the Chair may seek the advice of Senators, and may also consult with the Executive Committee for disposition at a later time. In any event a ruling shall be made no later than the next regular meeting of Senate.

Committee of the Whole

6.14   From time to time Senate may meet as the Committee of the Whole. The purpose of meeting as the Committee of the Whole is to facilitate discussion of important items of business on the floor by relaxing some rules.

6.15   The Vice-Chair of Senate (or, in the absence of the Vice-Chair, a member of Senate designated by the Executive Committee) is the Chair of the Committee of the Whole.

6.16   Proceedings of the Committee of the Whole are concluded by a non-debatable motion "to rise and report." The presiding officer then reports to the Chair on the outcome of the proceedings.

6.17   Normal rules apply to proceedings in Committee of the Whole with the following exceptions:

   a.   motions do not require a seconder

   b.   Senators are not limited in the numbers of times they may speak to a particular issue under consideration.

Appealing the Rulings of the Chair

6.20   Senators may appeal a ruling of the Chair to the Senate. When a ruling of the Chair is appealed on a motion from the floor, the Chair shall seek a seconder for the motion.

6.21   If there is no seconder, the appeal shall be declared to have failed.

6.22   If the motion to appeal is seconded, the Chair shall surrender the chair to the Vice- Chair (or in the absence of the Vice-Chair, to the Secretary).

6.23   On assuming the chair, the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the appeal. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling. No other Senator may speak to an appeal.

6.24   At the conclusion of a vote involving an appeal, the Chair shall resume the chair.

7. STATUTES, RULES, POLICIES AND PROCEDURES

Approval of Statutes

7.1   Statutes shall be approved by the following procedure:

   a.   a notice of motion, whereby

      i   Senate is informed at a regular meeting of a pending statutory motion

      ii the notice of motion is accompanied by detailed documentation

      iii when a notice of motion is on the agenda, Senators may comment on substantive matters within the normal rules applying to consideration of information items.

   b.   debate by Senate of the motion at a subsequent meeting.

Senate Policies and Associated Procedures

7.2   Policies are subject to the approval of Senate and may not be enacted or amended without Senate's approval.

7.3   Procedures for the implementation of policies do not normally require Senate approval but shall be reported to Senate for information when they are adopted or amended.

Changes to the Rules of Senate

7.4   Substantive additions or alterations to or deletions from any of the rules of Senate shall not be made except by resolution of the Senate.

Publishing Rules of Senate

7.5   Not less frequently than every three years an updated version of the **Rules of Senate** shall be published online.

7.6   Nothing shall be included **in the Rules of Senate** that purports to be a statute, by- law, rule or regulation of the Senate unless that statute, by- law, rule or regulation has been adopted by express resolution of the Senate.

7.7   No modifications of **the Rules of Senate** shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate

7.8   The Executive Committee is responsible for overseeing the production of the Rules of Senate and proposed changes are normally reviewed and

recommended to Senate by the Executive Committee. However, any member of the Senate may propose an amendment, revision, alteration, or change to the Rules of Senate

7.9   Any written communication on any subject coming properly within the cognizance of any standing committee shall be referred to the Chair of that committee by the Secretary acting under the direction of the Chair.

8. SENATE COMMITTEES

Establishment of Standing Committees

8.1   Senate may establish standing committees to assist it in pursuing its mandate.

Establishment of Special Committees

8.2   Senate's rules on committees apply to special committees with the following exceptions:

   a. The mandate of a special committee must be articulated in the motion establishing such a committee. The committee is restricted to that mandate unless Senate decides otherwise.

   b. A special committee may exist no longer than two years, unless Senate extends its life for a specified period of time, not exceeding an additional two years.

   c. When a special committee is appointed by resolution of the Senate, the mover of such resolution shall, unless otherwise specified by Senate, be a member and the first convener of the committee and is charged with calling the first meeting of the committee within one week of the Senate meeting at which the special committee was established.

Faculty Councils

8.3   Each Faculty of York University shall have a council which is responsible for academic governance in areas defined by Senate.

8.4   Faculty Councils are established by Senate by means of statutes.

8.5   Rules governing the membership of Faculty Councils are formally approved by Senate, and membership lists are approved by the Executive Committee of Senate on an annual basis.

8.6   Changes to the rules and procedures of Councils shall be reviewed **and approved** by the Executive Committee to ensure their compliance with recognized principles and practices **and general consistency across the Faculty Councils.**

8.7   Faculty Councils may cite Senate's rules and procedures for disposition of an issue not adequately addressed in their own rules and procedures.

Student Membership on Faculty Councils

8.8   The number of student members of each **Faculty Council** is determined by the respective Councils on the understanding that:

   a. the number of student members on **Faculty Councils does** not exceed twenty-five percent (**25%**) of the total voting membership of each of those Councils.

List of Standing Committees

8.9   Senate shall maintain the following standing committees whose terms of reference may be found at Appendix B.

   Academic Policy, Planning and Research
   Academic Standards, Curriculum and Pedagogy
   Appeals
   Awards
   Executive
   Tenure and Promotions
   Tenure and Promotion Appeals

Composition of Senate Committees

8.10   The number of faculty member seats on committees and legislated sub-committees of Senate is set at seven, except in those cases where Senate decides otherwise.

Election to Senate Committees

8.11   Senate elects the members of Senate committees that do not have seats designated by Faculty. Faculty Councils nominate candidates for membership on Senate committees that have seats designated for particular Faculties. Faculty Council nominees are not members of committees unless and until the Executive Committee has approved their membership.

8.12   Members of Senate Committees that do not have seats designated for particular Faculties are elected by Senate, and all Senators are entitled to vote on nominations.

8.13   Members of Senate committees that have seats that are designated for particular Faculties are nominated by Faculty Councils through their normal elections processes. Senate Executive is responsible for formally approving members nominated by Faculty Councils.

Eligibility for Committee Membership

8.14 Committee membership is not confined to Senators.

8.15 No individual shall serve simultaneously on two Senate committees with the exception of ex-officio members.

8.16 Only tenured faculty members may serve on the Senate Committee on Tenure and Promotions and the Tenure and Promotions Appeals Committees. Candidates for election to these two committees shall have previously served on a unit or Faculty tenure and promotions committee.

Nomination Process

8.17 Senate Executive is responsible for developing and recommending to Senate slates of candidates for election to Senate committees that are not designated for Faculty membership.

8.18 Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated in this manner **should normally** be communicated to the Secretary of Senate **at least one day in** advance of the meeting to **determine those additional candidates' eligibility.**

8.19 The Executive Committee shall establish and publish guidelines and procedures for nominations. See Appendix C

Non-Succession

8.20 Normally, no elected faculty member shall serve for more than three consecutive years on a Senate committee or legislated sub-committee. Senate Executive shall provide a rationale for any recommendation that would have the effect of extending the membership of an individual beyond three years.

Conflict of Interest

8.21   No individual shall serve on a Senate committee or legislated sub-committee at a time when they will be the subject of adjudication (e.g., for an award, tenure or promotion) by that Senate committee.

Timing of Elections

8.22   Normally the process of electing members of all Senate committees shall conclude by July 1.

Chairs

8.23   Each Senate committee and legislated sub-committee elects a Chair **from among its members**. **On occasions where the Chair is temporarily unavailable a member of the Committee / sub-committee will serve as Acting Chair.**

General Rules Regarding Committee Membership

8.24   The term of service for members on Senate Standing Committee is three years, except where the Senate, at the request of a particular committee, shall set a longer or shorter term. Students and contract faculty members serve one-year terms.

8.25   Members of standing committees going on leave **(including sabbaticals of six-months or longer)** will be deemed to have resigned their seats.

8.26   Senators and members of committees must resign their seats if and when they register in another Faculty, end their employment at the University or change their Faculty appointment. Students who graduate at the Spring convocation may continue to serve until the end of June.

8.27   Committee members who are absent from three consecutive meetings shall be deemed to have resigned their seats except in cases of illness or other weighty grounds.

8.28   Only individuals who are Senators or who have been elected to Senate are eligible to be elected by Faculty Councils as members of the Executive Committee of Senate. Members of the Executive Committee elected by Faculty Councils shall only serve on the Committee coincident with their membership on Senate. The Faculty of Graduate Studies member of the Executive Committee shall be elected by the FGS Council from among Senators who hold appointments to that Faculty.

Ex-officio Membership on Senate Committees

8.29   The Chair of Senate is an *ex-officio* non-voting member of all Senate Committees with the exception of the Executive Committee (over which the Chair presides), the Committee on Academic Standards, Curriculum and Pedagogy, and the Academic Policy, Planning and Research Committee, where the Chair of Senate is an *ex-officio* voting member.

8.30   The President of the University is an ex-officio non-voting member of all Senate Committees with the exception of Executive, Academic Policy, Planning and Research, and Academic Standards, Curriculum and Pedagogy where the President is a voting member.

8.31   The Secretary of Senate is an ex-officio non-voting member of all Senate Committees.

8.32   Unless otherwise directed by Senate, ex-officio members of all other standing committees shall have the right to vote on their particular committees.

8.33   Ex-officio members of Senate committees may designate alternates to represent them.

8.34   They may also request the attendance and participation of others to assist in committee deliberations.

Ratification of Student Membership on Senate Committees

8.35   Student Senators nominate student representatives on Senate committees. The names of the student Senators and the Committee assignments are presented to the Executive Committee for approval. Vacancies are to be filled as soon as possible.

Student Membership on Senate Committees

8.36   The student Senator caucus is composed of student Senators. The purpose of the caucus is to nominate students for membership on Senate committees and to provide a forum in which student Senators can discuss issues coming before Senate and its committees.

8.37   The Chair of the caucus shall be a member of Senate Executive. The Caucus shall nominate its Chair for the following year by June 30 in order that the Chair can serve on the Executive Committee during those months when summer authority is vested in the Executive Committee. The Chair shall be selected by the Caucus and quorum for this election shall be at least 25% of student senators.

8.38   Unless otherwise specified by Senate, students shall be members of all Senate committees. Normally there shall be two student members on each committee.

8.39   Normally, there shall be one graduate student and one undergraduate student on Senate Executive. Only student Senators shall be eligible to serve on Senate Executive.

8.40   Students who are not Senators may be nominated by the Caucus for membership on Senate committees (except Senate Executive) if student Senators are unable to accept nomination. In seeking to identify prospective nominees, the Caucus shall canvass the Graduate Student Association, York Federation of Students, and Faculty Councils for expressions of interest, and in doing so shall provide sufficient time for such organizations to notify their membership and for prospective nominees to communicate their interest.

Ex-officio Membership on Faculty and College Councils

8.41   The President, the Provost and Vice-President Academic, and the Chair and Secretary of Senate are ex-officio members of all Faculty and College Councils.

Committee Meeting Quorum

8.42   Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of voting members. Committees may establish a lower quorum for meetings held between 31 May and 30 September.

Senate Committee Communications and Documentation

8.43   Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee.

8.44   Minutes of all committees are kept in the Senate Secretariat and are available for inspection by members of the University.

Committee Reporting Requirements and Expectations

8.45   Each committee is required to report to Senate at least once each year and each legislated sub-committee is required to report to Senate through its parent Committee(s) at least once each year.

8.46   Committees must report to Senate Executive when policy initiatives are underway.

8.47   Respecting the flow of information from the administration to Committees of Senate, the committees shall have a right to expect quick and accurate support from the administration and shall have a right to expect prompt assistance from the President in cases where that support is delayed.

Committee Sessions Held in Camera / Attendance of Non- Members

8.48   Meetings of committees are open to Senators.

8.49   Senators may only speak if invited to do so by the Chair or with the consent of 2/3 of the members present and voting. Committees shall not unreasonably deny requests by Senators to attend and participate.

8.50   When, in exceptional circumstances, all or part of a committee meeting is held *in camera* at the direction of the Chair or with the consent of a majority of members either in advance or present and voting, a rationale must be provided and recorded in the minutes.

8.51   Communications from Senators and other members of the community intended for committees shall be facilitated and brought to the attention of the Chair by the Secretary.

8.52   Meetings of adjudicative committees at which individual cases are to be decided – including panels -- shall be held *in camera*.

8.53   Only members may attend and participate at such meetings unless explicit provision is made for candidates, applicants, appellants and the like to do so.

8.54   Other members of the University community may request to attend meetings. Chairs may invite individuals to attend and shall make known all such requests to the members of committees. Other members of the community may only speak at meetings if invited to so by the Chair or with the consent of 2/3 of the members present and voting.

8.55   Only members may attend meetings of sub-committees unless a non-member has been invited to do so.

Voting and Consensus

8.56   Committees shall strive for consensus within the principles laid out in the preamble to these Rules.

Relationship of Senate Committees to Faculty Councils and Presidential Committees

8.57   Each committee shall review the range of matters within its jurisdiction in order to determine whether or not some of those matters could best be dealt with by delegating the authority to act on them to the Faculty Councils.

8.58   Each committee should seek to improve its liaison with its Faculty Council counterparts if such exists.

8.59   Whenever a Presidential Committee is established, it should be asked to report to the appropriate Senate Committee.

Senate's Nominees to the Board of Governors

8.60   Senate's nominees to the Board of Governors shall be elected from among the members of Senate who are full-time tenure-stream faculty or full-time tenure-stream librarians and archivists.

Term of Office for the Academic Colleague

8.61   The term of office for the Academic Colleague shall be two years. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. Colleagues relinquish their Faculty Council-elected seats upon election.

1. MEMBERSHIP OF SENATE

1.1 Membership specified by the York Act

i	the Chancellor
ii	the Chair of the Board
iii	the President
iv	the Principal of Glendon [Principal de Glendon]
v	the Dean of each Faculty
vi	the University Librarian
vii	the Vice-Presidents of the University
viii	the Chairs of Faculty departments, divisions and schools [minimum of 21 chairs]
ix	no fewer than two and not more than four members of the Board and
x	such numbers of other persons as the Senate may determine, provided that full-time members of the teaching staff shall always constitute a majority of the members of the Senate.

1.2 Membership of Senate as Determined by Resolution of Senate

For the period July 1, 2021 to June 30, 2023 the membership of Senate shall be a maximum of **169** as follows:

1.2.1 Members specified by the York Act (Total of 21)
Chancellor (1)
President (1)
Vice-Presidents (5)
Deans and Principal (11)
Dean of Libraries (1)
Two-to-four members of Board (2)

1.2.2 Faculty Members Elected by Faculty Councils (Total of 99)
Arts, Media, Performance and Design 7 (minimum of 2 chairs)
Education 4
Environmental and Urban Change 4
Glendon 8 (minimum of 1 Chair)
Health 14(minimum of 2 Chairs)
Lassonde 8 (minimum of 1 Chair)
Liberal Arts & Professional Studies 34 (minimum of 13 Chairs and 2 contract
                                                                     faculty members)
Osgoode 4
Schulich 5
Science 11 (minimum of 2 Chairs)

1.2.3 Librarians (Total of 2)

1.2.4 Students (Total of 28)
     2 for each Faculty, except 6 for LA&PS
     Graduate Student Association (1)
     York Federation of Students (1)

1.2.5 Other Members (Total of 13)
     Chair of Senate (1)
     Vice-Chair of Senate (1)
     Deputy Provost, Markham Campus (1)
     Academic Colleague (1)
     President of YUFA (1) with a designated alternate
     YUSA Member (1) with a designated alternate
     Member of CUPE 3903 (1) with a designated alternate
     Alumni (2)
     College Heads (1)
     University Registrar (1)
     Vice-Provost Academic (1)
     Vice-Provost Students (1)

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

1.2.7 Ex-Officio, Non-Voting

    Secretary of Senate (1)

STANDING COMMITTEES OF SENATE

1. ACADEMIC POLICY, PLANNING AND RESEARCH

Composition

1.1.   The Committee is composed of the following members:

  a. Voting Members

  One faculty member elected by each Faculty
  One Librarian or Archivist elected by Librarians and Archivists
  Two student Senators, normally one undergraduate and one graduate
  Chair of Senate
  President
  Provost and Vice-President Academic
  Vice-President Research and Innovation
  Academic Colleague
  Member Elected by the Council of Research Directors

  b. Non-Voting Members

  Secretary of Senate
  Observer from the York University Faculty Association

Mission

1.2.   On behalf of Senate, and in a context whereby academic planning encompasses research, other scholarly endeavours, and teaching, the Committee shall be responsible for consultations and recommendations to Senate on academic plans and major academic policies and advise the President on the allocation of academic resources.

Terms of Reference

1.3.   Taking a broad, principled approach to planning, the Committee shall be responsible for:

    a.   recommendations to Senate (after which the Board of Governors) for the approval of new academic units (including Faculties, departments / schools, units, research centres, and the like), and for the disestablishment or transfer of such units and concurrences with recommendations to establish endowed chairs,

    b.   reports to Senate on reviews of existing Faculties, units, centres and

programs, (including but not necessarily limited to Faculty plans, Undergraduate Program Reviews, Graduate Program Appraisals, Faculty Plans, Organized Research Units, computer plans, non-degree studies reports) and recommendations for changes arising from such reports,

c. recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives

d. the articulation of research, teaching and programmatic principles for academic planning and criteria for assessment of major initiatives, including shifts of academic resources,

e. the establishment of academic priorities guiding the deployment of academic resources, and advice and recommendations on the allocation of academic resources,

f. in consultation with others (including Senate committees), the coordination of program and policy development,

g. the receipt of annual and periodic reports from the President and its *ex-officio* vice- presidents, its sub- committees (including those required by external bodies) and others (including the Vice-President Finance and Administration), and the facilitation of Senate consideration through the transmittal of relevant reports.

1.4. To perform its functions the Committee shall have access to all relevant information through the Provost and Vice-President Academic and its Technical Sub-Committee.

1.5. Standing agenda items shall include research, planning, major academic policies and initiatives, and other such matters of ongoing attention the Committee deems relevant to its mandate. The Committee shall serve as Senate's liaison with academic administrators and other collegial bodies dealing with matters related to its mandate.

Meetings

1.6. Normally the Committee shall meet twice monthly.

Sub-committees

Technical Sub-committee

1.7. APPRC shall establish a Technical Sub-Committee and other such sub-committees and working groups as necessary to conducts its business in a timely, focused and effective manner.

Joint Sub-Committee on Quality Assurance

Mandate

In 2010 the Council of Ontario Universities (COU) approved protocols for the approval of new degree programs and other curriculum, and the cyclical review of undergraduate and graduate degree programs. These protocols are overseen at the provincial level by a Quality Council established by COU.

1.8 Authority for Institutional Quality Assurance Policy at York University is vested with the Joint Sub-Committee of the Senate Academic Policy, Planning and Research Committee and the Academic Standards, Curriculum and Pedagogy Committee.

1.9 The Joint Sub-Committee on Quality Assurance shall ensure compliance with the Council of Ontario Universities' Quality Council's principles, respond to audit reports conducted by the Quality Council proposing changes as may be needed, and oversee the cyclical review of programs.

Composition

2.0 The joint Sub-Committee is composed of the following members:
- five elected faculty members
- the Associate Vice-President Academic and Vice-Provost Academic
- the Associate Vice-President Graduate and Dean of the Faculty of Graduate Studies

Eligibility for Membership on the Joint Sub-Committee

2.1 At least three of the elected members shall hold an appointment in the Faculty of Graduate Studies, and four members shall hold the rank of Associate Professor or higher. Normally, members elected to the Sub-committee will have prior experience participating in the design, review, approval and/or administration of curriculum (e.g., previous service on a Faculty or Senate-level curriculum committee, as an Undergraduate or Graduate Program Director, etc.).

Reporting

2.2 The Joint Sub-Committee shall report to the parent committees of APPRC and ASCP, which will in turn transmit the reports of the Sub-committee to Senate and the Board of Governors in compliance with the requirements of the *Senate Policy on Approval and Cyclical Review of Programs and Other Curriculum.*

2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Composition

2.1 The Committee is composed of the following members:

      a. Voting Members

Seven faculty members elected by Senate
One Librarian or Archivist elected by Senate
Two student Senators, normally one undergraduate and one graduate
One contract faculty member elected by Senate
Chair of Senate
Provost and Vice-President Academic (or delegate)
Dean and Associate Vice-President Graduate (or delegate)
Associate Vice-President Teaching and Learning
University Registrar (or delegate)
President

      b. Non-Voting Members

Secretary of Senate (or delegate)

Mission

2.2 On behalf of Senate, and in a context where pedagogy, curriculum, and academic standards are critical aspects of the University's mission, and equity and the connection between research and pedagogy are fundamental principles, the Committee shall be responsible for the development and oversight of curriculum, academic standards and pedagogy.

Terms of Reference

2.3 The Committee shall be responsible for formulating policy and making recommendations to Senate on matters concerning the planning, implementation, and evolution of the academic standards, regulations, curriculum and programs of Senate and Faculties, including research- informed pedagogy. Without limiting the generality of the foregoing, the Committee shall formulate and make recommendations to Senate on the following:

      a. standards for admission (including the kinds of admission credentials and qualification), evaluation, examination, continuation and graduation
      b. policies bearing on the advancement of teaching and learning in the context of the University's mission and planning objectives, including those related to evaluation
      c. sessional dates

d. Senate and Faculty regulations
e. the establishment, disestablishment and modification of degrees, programs, diplomas and certificates
f. Senate policies and oversight of processes related to Undergraduate Program Reviews and Graduate Program Appraisals
g. the form, modes, times and locations of course and program delivery.

2.4 The Committee shall also be responsible for coordination, oversight, accountability and reporting of such aspects of the above that are delegated to Faculties or units. The Committee shall serve as Senate's liaison with academic administrators and other collegial bodies dealing with matters related to its mandate.

2.5 Standing agenda items shall include academic standards, curriculum, regulations, teaching and learning, the forms, modes, times and location of program delivery and other such matters of ongoing attention the Committee deems relevant to its mandate.

Meetings and Sub-Committees

2.6 The Committee shall normally meet once each month and shall establish such sub-committees and working groups as necessary to conduct its business in a timely, focused and effective manner. Cyclical reviews shall be overseen by the Joint Sub-Committee on Quality Assurance of the Academic Standards, Curriculum and Pedagogy Committee and the Academic Policy, Planning, Research Committee. See Sections 1.1.8-1.2.0 (APPRC) above.

3. APPEALS

Composition

3.1.   The Committee is composed of the following members:

a. Voting Members

Eight faculty members elected by Senate
Three students

b. Non-Voting Members Chair of Senate
Secretary of Senate President of the University
Vice President Academic and Provost

Terms of Reference

3.2.   The Senate Appeals Committee is responsible for hearing appeals from members of the University regarding decisions of Faculty Committees in respect of petitions concerning academic regulations, grade re appraisals and charges of breach of academic honesty.

Procedural Direction

3.3.   The Committee gives direction on procedure to Faculty Councils and those committees of Senate which have appeal functions so that their procedures embody the appropriate standard of fairness and natural justice.

4. AWARDS

Composition

4.1.   The Committee is composed of the following members:

   a. Voting Members

      Seven faculty members elected by Senate
      One Librarian or Archivist elected by Senate
      Two student Senators, normally one undergraduate and one graduate
      President
      Vice-President Academic and Provost (or delegate)
      Vice-Provost Students (or delegate)
      Vice-President Research and Innovation (or delegate)
      One member designated by the Alumni Association
   b. Non-Voting Members

      Chair of Senate
      Secretary of Senate
      One member designated by Student Financial Services

Mission

4.2.   On behalf of Senate, and in context of the high priority assigned to promoting, recognizing, and celebrating outstanding achievements in teaching, learning, service and research, the Committee shall be responsible for those aspects of awards, prizes and medals under Senate's jurisdiction.

Terms of Reference

4.3.   The Committee shall be responsible for

   a. developing, reviewing and recommending changes to policies, guidelines and criteria for prizes, medals, awards, scholarships and other academic distinctions that fall under Senate jurisdiction

   b. adjudicating awards, or overseeing the adjudication of awards delegated to other bodies with the requisite expertise

   c. reporting to Senate on the individual recipients or prestigious academic awards and on the nature, number, purposes and disbursements of such awards

   d. proposing the creation, elimination or amendment of awards

   e. overseeing honorary degrees guidelines on Senate's behalf (but not the selection of honorary degree recipients)

f. advising Senate on awards policies generally and coordinating with other bodies as necessary.

Meetings

4.4.   The Committee shall meet at least once each term.

5. EXECUTIVE

Composition

5.1   The Committee is composed of the following members:

a. Voting Members

One faculty member elected from each Faculty
Two students (normally one undergraduate and one graduate normally one
    is the Chair of the Caucus)
Chair of Senate
Vice Chair of Senate
Senators on the Board of Governors
President

b. Non-Voting Members

Provost and Vice-President Academic
Secretary of Senate

Terms of Reference

5.2   The Executive Committee is the committee responsible for coordinating the
work of Senate and its committees, monitoring the organization and structure
of Senate and other bodies, ensuring that equity considerations are integrated
into the work of Senate and its committees, and serving as Senate's liaison with
external bodies. The Executive Committee's responsibilities shall include, but
not be limited to, the following:

a.   coordination and communication of Senate business
b.   organization and structure of Senate and other bodies
c.   exercise of authority as defined by Senate policies
d.   act for Senate under summer authority
e.   approve faculty council membership lists and regulations
f.   Senate liaison with the Board of Governors
g.   preparation of Senate agendas

5.3   In pursuance of its responsibilities, the Executive Committee directs the flow of
Senate business to the appropriate committees, administers the process of
nominating members to serve on Senate and its committees, sees that
committees report on policy matters, and schedules the agenda of Senate to
facilitate the consideration of reports and other policy matters. Matters of a
kind that do not raise questions of substance will be examined by the Executive
Committee and referred by it to appropriate Senate Committees for decision.

All matters going to Senate will be directed to the Executive Committee, which may refer them to the appropriate committees. These committees will then return them to the Executive Committee, having pointed out those aspects which in their view merit Senate discussion. Senate and the Executive Committee should create special committees to deal with matters of general concern which do not fall within the accepted area of jurisdiction of an existing committee.

5.4   The Executive Committee shall be responsible for monitoring and making recommendations to Senate on all matters pertaining to: the organization of Senate and its committees, the organization and function of academic governance in the University Senate's relation both with other bodies in the University and with bodies external to it. The Executive Committee may make recommendations on behalf of Senate, and subject to Senate approval, to the Administration and the Board on matters related to the organization and structure of the University. The Committee shall seek the advice of appropriate Senate committees with regard to matters that touch on their mandates.

5.5   Between 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.

5.6   The Executive Committee is granted the power to approve annually the membership lists of Councils in those cases where the lists are consistent with Senate-approved regulations governing memberships of Councils.

5.7   A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least once annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.

5.8   The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs and vice chairs.

Relevant Policies:

Senate Class Cancellation Policy: http://secretariat-policies.info.yorku.ca/policies/class-cancellation-policy/

Responsibilities in Preparing Senate Agendas

5.9   The Executive Committee will ensure that issues placed before the Senate are clearly expressed and documented. In exercising this responsibility, the Executive Committee may:

  a. place a motion on the agenda of the Senate, where that motion is clearly expressed and adequately supported by documentation and rationale
  b. delay a motion to coordinate its consideration with other complementary issues which are not yet ready for consideration by Senate but are expected to be ready for consideration in the near future
  c. delay a motion pending clarification of the wording of the motion, provision of further documentation, or elaboration of the rationale
  d. refer a motion to a committee for further preparatory work submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate
  e. submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate
  f. advise the Chair of Senate as to the jurisdiction of Senate in dealing with the substance of a motion
  g. withhold motions which are deemed by the Chair of Senate to be ultra vires, slanderous, or otherwise not in order.

5.10   If the Executive Committee delays, refers, or otherwise withholds a motion from a meeting of the Senate, it shall report its decision and reasons at the next regular meeting of Senate.

5.11   The Executive Committee shall not

  a. unreasonably delay Senate's consideration of a motion which is in order, which is clearly expressed, and which is adequately supported by documentation and rationale
  b. delay, refer, or withhold a motion as a result of its judgment on the substance of the issue(s) presented in a motion

Sub-Committees of Executive Committee

Sub Committee on Equity

Mandate

5.12   The Sub-Committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate's mandate.   **Through a coordinating function, the Sub-committee also promotes action to be taken by other Senate committees on aspects of their mandates that relate to equity, recommending initiatives and policy changes to the committees, and regular reporting to Senate on the integration of equity considerations.** In discharging its mandate, the Sub Committee **seeks such advice from and communicates with central equity bodies, Faculty Councils and their committees,** as is necessary and desirable.

Composition

5.13   The sub-committee is composed of the following members:

Chair of Senate (or delegate)
2 additional Members of Senate Executive (normally including one student)
1 Academic Policy, Planning and Research member designated by the Committee
1 Academic Standards, Curriculum and Pedagogy member designated by the Committee
Vice-President, Equity, People and Culture, ex-officio
Secretary of Senate (or designate), ex-officio

Reporting

5.14   The Sub-committee is required to will report regularly to inform Senate Executive of on its activities on a regular basis. The Sub Committee will file its twice annual reports after, including its consultations with other Senate committees on equity-related matters.

Sub-Committee on Honorary Degrees and Ceremonials

Mandate

5.15   Under the York Act, the Senate has authority, after consultation with the Board of Governors, to confer honorary degrees.

5.16   The former Senate Standing Committee on Honorary Degrees and Ceremonials was re-established as a Sub-Committee of the Executive Committee, with its membership to be determined by that Committee.

5.17   The Sub Committee is authorized to make recommendations to Senate on matters of general format of degree granting convocations.

5.18   The Sub Committee is authorized to act on behalf of Senate with respect to the dates and detailed procedures of convocations and in the selection of honorary degree recipients, reporting to Senate at the next opportunity.

Composition

5.19   The Sub Committee consists of elected faculty members representing each Faculty of the University, one student member, the Chancellor (whose membership provides a mechanism for consultation with the Board), a Head of a non-Faculty College designated by the Council of College Heads, the Convocation Officer, the President, Chair of Senate, Vice- President Academic and Provost, and Secretary of Senate and one member designated by the Alumni Association.

6. TENURE AND PROMOTION APPEALS

Composition

6.1   The Committee is composed of the following members:

a. Voting Members

Six faculty members elected by Senate (normally nominees for election to the Committee will have served on the Senate Tenure and Promotions Committee, or sub- committees)

b. Non-Voting Members

Chair of Senate
Secretary of Senate
President
Vice-President Academic and Provost

6.2   No person shall serve simultaneously on tenure and promotions committees (including the Senate Tenure and Promotion Appeals Committee) at different levels.

Terms of Reference

6.3   The Senate Tenure and Promotion Appeals Committee shall:

a. hear appeals against recommendations of a Review Committee in the following circumstances: a negative recommendation for tenure, or a delay recommendation for promotion to full professor
b. hear appeals against decisions of appeal committees denying a candidate advancement from pre- candidacy to candidacy
c. consider and rule on allegations of an apprehension of bias against members of Adjudicating and Senate Review committees.

7. TENURE AND PROMOTIONS

Composition

7.1 The Committee is composed of the following members:

    a.   Voting Members

    Fourteen faculty members elected by Senate, at least two of whom must hold the rank of Full Professor, and at least eight of whom hold a rank above that of Assistant Professor
    Two students

    b.   Non-Voting Members

    Chair of Senate
    Secretary of Senate
    President
    Provost and Vice-President Academic

7.2 Service on the Committee is for three years. Normally a third of the membership retires annually. Members are not eligible for successive re-election to the Committee. No person shall serve simultaneously on tenure and promotions committees at different levels.

Terms of Reference

7.3 The Standing Committee of the Senate on Tenure and Promotions serves as the President's Advisory Committee on Promotions and Tenure. The Committee's deliberations are held in camera, and they remain completely confidential and not open to debate in Senate. The Senate Committee on Tenure and Promotions reports to Senate on its work at least three times a year.

Special Quorum Rules

7.4 Quorum for meetings of Senate Tenure and Promotion Committee panels shall be five members.

1. SENATE NOMINATIONS RULES AND PROCEDURES

1.1.   The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process **for membership on Senate committees and other positions elected by Senate.**

Principles

As part of its commitment to equity, diversity and inclusion, Senate aims to constitute a body that is reflective of the diversity of the University community and in our society. Senate explicitly articulates its commitment and desire to enhance institutional equity, diversity and inclusion through its membership in the plenary, its standing committees and other elected positions.

Procedures

1.2.   In developing the slate of nominees for vacant positions, the following actions are taken**, each to explicitly include the encouragement of nominations from individuals who self-identify as members of equity-deserving groups:**

    a. call for nominations is issued which lists vacancies and provides information about committees and positions
    b. Faculty Councils, Deans and Principal are asked for suggestions
    c. members of the Senate Executive Committee suggest names
    d. the names of those who have served on Senate Committees in the past are reviewed

Elections and Acclamations

1.3.   Senate Executive shall endeavour to

    a. identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty-designated seats **on relevant Senate committees.** This is a guiding principle and not a requirement for election processes, which may result in acclamations.

    b. identify nominations from diverse candidates from equity-deserving groups.

Nomination Guidelines and Criteria

1.4.   The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents **and the diversity** of members of all Faculties of the University.

1.5.   Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:

a.   the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three-year period
b.   the skills, including leadership skills, which the candidates would bring to the position
c.   the experience which the candidates would bring to the position
d.   the current and historical balance among Faculties, in the case of non-designated committees
e.   the current and historical **balance of diversity of members from equity-deserving groups**[2]
f.   the range of skills and experience of other continuing members of the committee
g.   the level of interest of the candidate in the subject matter
h.   the availability of the individual to attend meetings and contribute to the work of the committee
i.   the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee

1.6.   Normally, faculty members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. Non-succession is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible.

1.7.   In applying the criteria above, a special effort should be made to include **junior** and less experienced faculty in the work of committees as a means of developing them for further service in the future.

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[2] *"equity-deserving"* includes women, Black, racialized persons and Indigenous Peoples, persons with a disability, and persons who identify in the 2SLGBTQ+ community.

1.8.   Leadership ability and relevant experience **in any relevant context** must be present in those being put forward for senior positions and committees.

1.9.   The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them.

1.10. Notwithstanding all of the practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart.

1.11. Senate has the final say: additional nominees will be accepted if the individual nominated has agreed to stand, is available to meet at the standing meeting times, and ~~is~~ meets the criteria.

Senate Attendance in 2021-2022 (September – May)

Table 1
Senate Attendance, 2021-2022
by Category of Membership and Meeting Date
(n =163)1

Membership by Category	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2022	Feb 2022	Mar 2022	April 2022	May 2022
All Faculty Members (99)	74	84	80	74	83	77	83	80	63
LA&PS (36)	21	28	28	23	31	27	28	25	20
Education (4)	4	4	4	4	3	3	4	3	4
EUC (4)	3	3	3	3	3	2	3	4	3
Arts, Media, Peformance & Design (7)	5	7	5	5	5	6	5	6	5
Glendon (8)	7	7	7	6	7	8	7	6	5
Lassonde (8)	7	6	7	6	5	6	7	7	6
Health (14)	13	13	11	11	11	9	13	13	9
Osgoode (4)	3	2	2	3	3	2	3	2	2
Schulich (5)	4	5	4	4	5	4	3	4	2
Science (11)	7	9	9	9	10	10	10	10	7
Librarians and Archivists (2)	2	2	2	2	1	2	2	2	1
President/ Vice-Presidents (6)	5	5	5	6	6	6	6	5	4
Deans/Principal/Librarian (12)	11	8	9	10	12	12	12	12	10
Sudents (28)	14	16	21	21	16	18	16	11	11
Committee Chairs (4)	2	3	1	2	2	2	3	2	3
Other Members (13)	11	13	10	10	8	10	8	7	7
Number of Senators Attending (Percent)	**115 (70.6)**	**127 (77.9)**	**119 (73.0)**	**117 (71.8)**	**128 (78.5)**	**123 (75.5)**	**125 (76.7)**	**118 (72.4)**	**95 (58.3)**

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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 2017-2018 to 2021-2022
by Category of Membership and Percentage

Membership Category	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Faculty Members (99)	58.2	59.4	67.2	75.1	78.3
Education (4)	62.5	63.9	85.0	81.2	91.7
Environmental & Urban Change (4)	50.0	22.2	47.5	72.1.	75.0
Arts, Media, Performance & Design (7)	28.6	60.3	77.1	86.1	77.8
Glendon (8)	52.5	45.8	55.0	53.1	83.3
Health (14)	58.3	63.0	66.6	83.3	95.4
Lassonde (7)	67.1	77.8	57.1	67.1	79.2
Liberal Arts and Professional Studies (36)	63.2	63.2	76.1	74.6	71.3
Osgoode (4)	52.5	30.6	55.0	72.1	61.1
Schulich (5)	58.3	40.7	56.0	85.0	77.8
Science (11)	62.0	66.7	82.7	76.1	81.8
Librarians and Archivists (2)	80.0	77.8	75.0	81.2	88.9
President / Vice-Presidents (6)	80.0	88.2	76.6	96.1	88.9
Deans / Principal / Librarian (12)	61.7	69.4	76.1	86.3	88.9
Students (28)	43.6	36.9	55.2	55.1	41.7
Committee Chairs (4)	100	88.9	100	100	55.6
Other Members (13)	73.1	60.6	77.6	64.4	71.8
Percentage Attendance	**61.9**	**57.2**	**72.7**	**72.1**	**72.7**

Table 3
Attendance in 2021-2022 by Category
Ranked in Descending Order

Membership Category	Attendance (by %)
Health	95.4
Education	91.7
Deans / Dean of Libraries/ Principal	88.9
President/ Vice President	88.9
Librarian and Archivists	88.9
Glendon	83.3
Science	81.8
Lassonde	79.2
All Faculty Members	78.3
Arts, Media, Performance & Design	77.8
Schulich	77.8
EUC	75.6
Other Members	71.8
Liberal Arts and Professional Studies	71.3
Osgoode	61.1
Senate Committee Chairs	55.6
Students	41.7

Table 4
Senate Attendance in 2021-2022
by Meeting Date (n = 163)
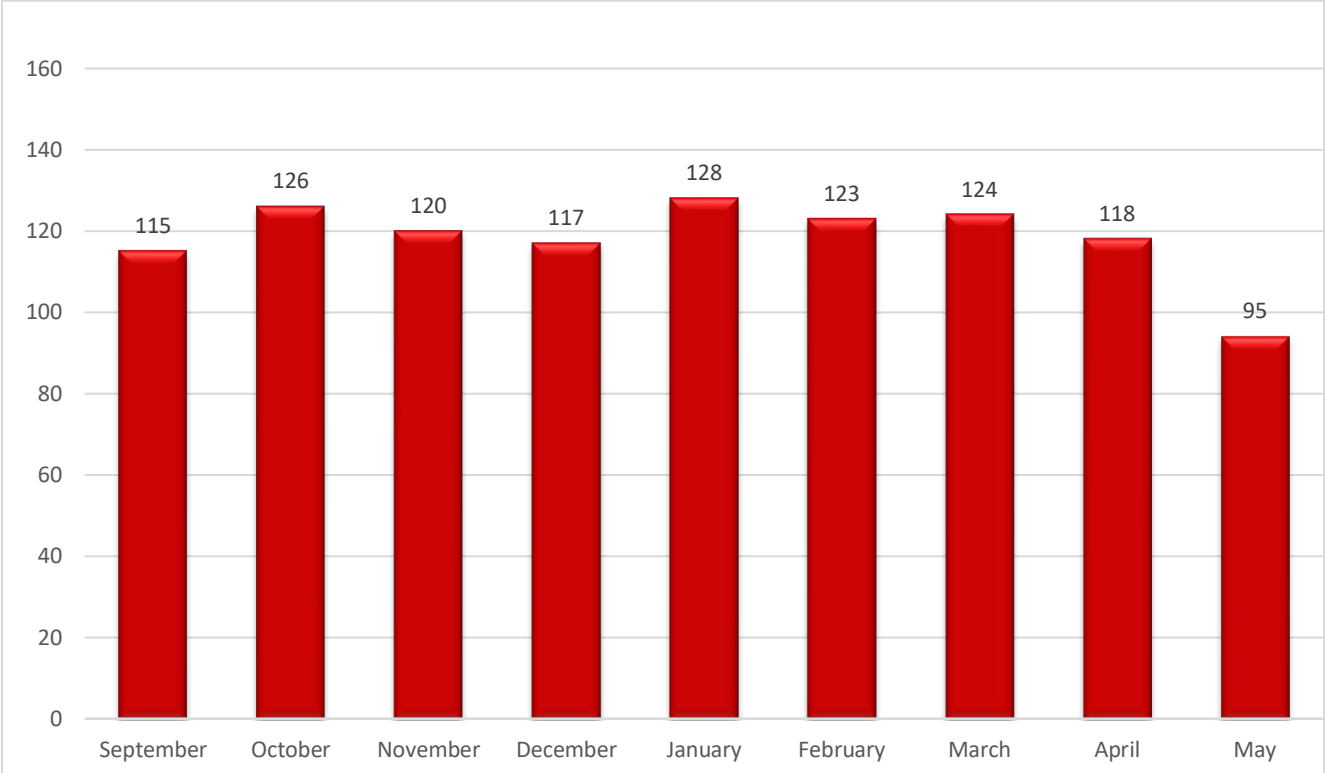
Table 5
Senate Attendance
2016-2017 to 2021-2022
by Yearly Average

Chart showing Senate Attendance yearly averages with bars and a Moving Average line:
- 2016-2017: 57.0
- 2017-2018: 61.9
- 2018-2019: 57.2
- 2019-2020: 72.7
- 2020-2021: 72.1
- 2021-2022: 72.7

Legend: Moving Average
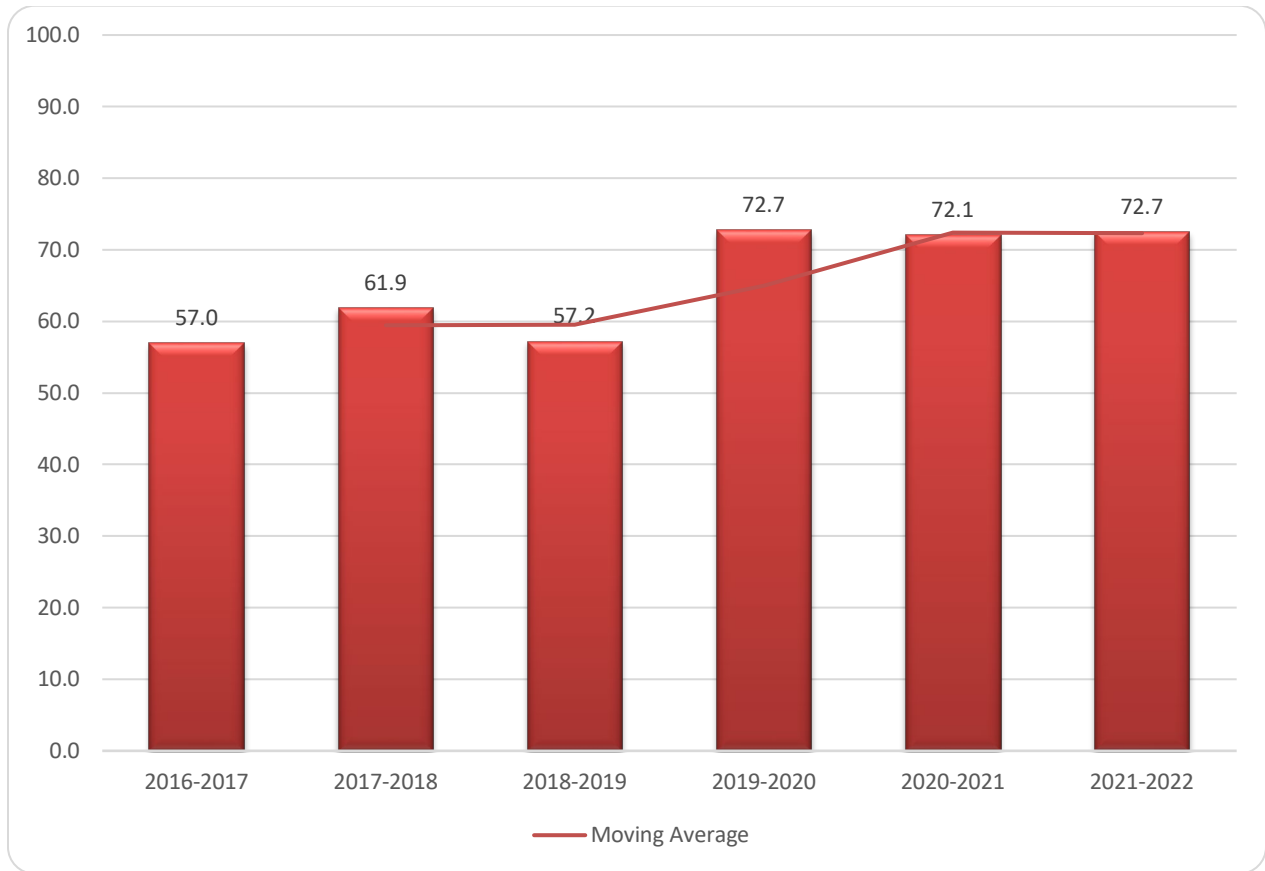
Senate Executive Committee: Priorities 2021-2022
Status Update as of June 2022

Item	Commentary	Process	Status
1. **Monitoring the Disruption**	With the pandemic continuing, the *Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* continues to be in effect. Executive will continue to discharge its mandate of monitoring the impact of the pandemic on academic activities at the University.	The Provost to provide regular reports to the Executive Committee on the impact to academic activities. Executive will work in collaboration with the Provost on decisions to manage the impact identify and bring to Senate as appropriate needed adjustments to academic regulations, deadlines and schedules.	**Ongoing** Committee to determine in Fall 2022 the time to declare the disruption ended.
2. **Discussion of *Principles Governing a Presidential Search***	Executive committed to follow through on a commitment to have a Senate discussion of the *Principles to Govern Presidential Search Committees*.	Senate Executive to prepare the framing of the discussion.	**Pending.** Given other initiatives in progress and the pandemic, the item is deferred, return to it in the future. Meeting of Chairs of Senate and the Board to discuss to occur in early autumn.
3. **Mode of governance meetings post-pandemic**	Coincident with the University's shift to remote operations in spring 2020, Senate and Senate committee meetings moved to a virtual mode of delivery. This practice has been sustained to date. Advantages of virtual meetings have been identified. A review and analysis of the mode of delivery will inform a decision on the matter post pandemic to ensure governance is meeting the needs of University community.	The Senate survey results on the specific questions this year on virtual meetings, and best practices adopted within the PSE sector will be compiled for review and discussion by Executive.	**Carried forward to 2022-2023.** Decision made to retain virtual Senate meetings in the winter term Revisions to Senate Rules to provide for virtual and hybrid modes of meeting. 2022 Senate survey to include questions about experience with virtual delivery of meetings. Decision on mode of delivery of Senate meetings for 2022-2023 to be determined in Fall 2022.

Item	Commentary	Process	Status
4. Review of the Rules of Senate	The Rules of Senate require them to be published every three years, which normally occasions a thorough review. The last Senate Rules review was done in 2018-2019. An item for decision will also be the determination of the academic leadership at the Markham Centre Campus within Senate membership.	The Senate survey results and correspondence from Senators that address rules and issues are compiled for review. Background information to be gathered on the specific issues identified for review. Senate consulted on the scope of items to be included in the Rules review. Draft revisions to the Rules, if any, to be presented to Executive for feedback and confirmation of next steps.	**Achievement targeted June.** Revisions proceeded to Senate in Notice of Motion at May meeting. Feedback gathered. Final set of revisions to proceed to Senate for approval in June.
5. Review of the mandate and composition of the Senate Executive Equity Sub-Committee	The Equity Sub-committee was established over two decades ago, coincident with the integration of an equity lens into academic planning. The evolving EDI landscape at the University necessitates a review of the Sub-committee's mandate and membership to reflect current developments, structures and plans, and to sustain the advancement of EDI matters within the realm of Senate.	Sub-committee to lead the review and recommended revisions to mandate and composition, including conducting necessary consultations across the University. Recommendation presented to Senate Executive for approval and subsequent recommendation to Senate for approval.	**Achieved.** Revisions to mandate and composition of the Equity Sub-committee submitted to and confirmed by Executive in April 2022. Included in suite of revisions to Senate Rules proceeding to Senate for approval in June 2022.
6. Chancellor Search	The members of Senate Executive to serve on the search committee were confirmed in 2020-2021. The search convened in spring 2021.	The *York Act* provides for the appointment of the Chancellor "by the Board, after consultation with the Senate". Three members of Senate Executive will be chosen to participate on the search committee, in addition to the Chair of Senate.	**In Progress.** Search committee membership confirmed in 2021. Recommended candidate will proceed to the Board of Governors for approval. No further formal role for Senate Executive.

APPRC 2021-2022 Priorities
Year-end status, June 2022

UAP Priority	APPRC Priority Area	Specific Outcomes for 2021-2022	Actions in 2021-2022	Status
21st Century Learning: Diversifying Whom, What, and How We Teach **From Access to Success**	Future of Pedagogy	Advance discussion and foster dialogue on post-pandemic academic program delivery model(s) to gather views on: • defining a new vision of education for the 21st century that takes account of virtual platform innovations • adopting new pedagogies that facilitate balance between remote/online and in-person delivery models, and support high quality learning experiences in both • maximizing technology to support EE to integrate novel approaches to experiential learning into pedagogy	Through the annual APPRC academic planning forum, advance pan-university discussions on the effect of the pandemic on the delivery of academic programming, the consequences, and opportunities for teaching, learning and research, and how the University will choose to respond in the medium and long-term. APPRC to define framing questions for the forum.	**Achieved.** Planning Forum held on 7 April 2022 to discuss pursuing inclusive excellence within our curriculum and teaching in view of the innovations in pedagogy that have advanced our physical and virtual capacity for learning. APPRC assessing what actions can be taken up by Senate and its various committees, and by what processes.
Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals	The SDG Challenge	Raise awareness of how the University's teaching and research aligns with and contributes to the SDGs. Map current research / curriculum with the SDGs to identify a baseline of activity to measure progress.	A focused discussion on the SDG challenge at an APPRC meeting for context and stage setting.	**Achieved, with carry forwards.** Presentation and discussion on institutional supports for advancing progress on the SDGs, with advice provided by the Committee inform planning on 24 March.

UAP Priority	APPRC Priority Area	Specific Outcomes for 2021-2022	Actions in 2021-2022	Status
			Individual meetings with Deans and Principal in Spring 2022 to receive and discuss alignment of Faculty-level research and curriculum with SDGs. APPRC report to and facilitated discussions with Senate on University alignment and contributions to SDGs.	Meetings held with three Deans on 5 May to receive and discuss Faculty-level support, resourcing and coordination of SDG-related research and teaching planning. Committee's reflections on the discussions will be integrated in its report to Senate on UAP Progress in 2021-2022.
Knowledge for the Future: From Creation to Application	Support furthering the Strategic Research goals	Review of the *2018-2023 Strategic Research Plan* progress towards the identification of priorities for the succeeding five-year Research Plan.	Discussion and feedback on the progress achieved towards goals of the *2018-2023 Strategic Research Plan* at APPRC meeting, and direction for the 2023-2028 Research Plan.	**APPRC discussion and feedback deferred to 2022-2023.** The prioritization of items of business this year resulted in this initiative being deferred in consultation with the VPRI.
Living Well Together		Establishment of the *Senate Policy on Indigenous Research Involving Human Participants.*	Review and on approval, recommendation to Senate the establishment of a proposed *Senate Policy on Indigenous Research Involving Human Participants;* anticipated in October / November.	**APPRC review and approval by Senate deferred to 2022-2023.** The prioritization of items of business this year resulted in this initiative being deferred in consultation with the VPRI.

UAP Priority	APPRC Priority Area	Specific Outcomes for 2021-2022	Actions in 2021-2022	Status
21st Century Learning **Knowledge for the Future** **From Access to Success** **Advancing Global Engagement** **Living Well Together** **Working in Partnership**	Inform academic policies and directions to address anti-Black racism, strengthen Indigenous presence at the University, and further access and principles of equity, diversity and inclusion	In coordination with the Senate Executive Sub-Committee on Equity, APPRC contributions to initiatives and directions for furthering anti-Black racism actions, access and principles of equity, diversity and inclusion within collegial governance realm.	APPRC review the Action Plan to the Framework to Address Anti-Black Racism to identify initiatives that align with APPRC mandate. APPRC representative on the Senate Sub-committee on Equity to take forward to the Sub-Committee APPRC recommendations, and in turn liaise with APPRC on defined initiatives.	**Achieved.** The ABR was discussed at meetings in November with the Vice-President, EPC. Committee's input was shared with the Vice-President, and it also fed into the Senate Executive Sub-committee on Equity's work through the APPRC member serving on the Sub-committee. In the APPRC planning forum, "approaches to inclusive curriculum and pedagogy" was incorporated as one of the themes.
21st Century Learning **Knowledge for the Future** **From Access to Success** **Advancing Global Engagement** **Living Well Together**	Monitoring / contributing to major academic planning initiatives in 2021-2022	Regular reports from Provost and /or Vice-President Research & Innovation on initiatives in progress, including: • Markham Campus Planning for 2023 launch • Vaughan healthcare precinct • Internationalization and Globalization strategy • establishment of a medical school	Feedback from the Committee to the Provost and Vice-President Research & Innovation on major academic initiatives in development from an academic planning perspective. Report to Senate on developments, facilitating Senate input where appropriate.	**Completed / Ongoing** Many major academic initiatives were agenda items throughout the year, either as separate items of business or in conjunction with reports from the Provost, Vice-President Research & Innovation or President.

UAP Priority	APPRC Priority Area	Specific Outcomes for 2021-2022	Actions in 2021-2022	Status
Working in Partnership		• external developments with the Provincial micro-credential framework • performance enhancement on international rankings • E-CV implementation Engagement of Senate in planning discussions / decisions on initiatives.		Input and advice on planning and consultation processes for the initiatives were provided by the Committee. Regular reports to Senate were provided, including a facilitated discussion with Senators on the University's engagement in the process for the Province's planned expansion of medical education.

ASCP Priorities and Key Items of Business for 2021-2022

As of June 2022

ASCP Activity	Status/Next Steps	UAP Priority
1. **Priority 1 sub-items to inform ASCP's review of curriculum items that come before it, in particular programs planned for Markham Centre Campus**	ASCP held dedicated meetings in October/November 2021 to review Markham program proposals. ASCP's review of proposals complete; proposals proceeding through APPRC and Senate.	Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach
2. **Ongoing review of Senate policies / regulations to enhance clarity and address gaps**	Items to be reviewed in 2021-2022 include: • Sessional Dates Policy • Pan-University Courses (pending) • Microcredentials (pending) Revised Sessional Dates Policy approved by ASCP and Senate in April/May 2022 effective FW2022-2023.	Priority 3: From Access to Success: Next Generation Student Supports
3. **Establishment of *Academic Conduct Policy***	Following the development of a revised new Policy and University-wide consultations, an ad hoc Working Group of ASCP and SAC is shepherding the finalization of the Policy and Procedures. Senate approval in Fall 2022 targeted.	Priority 3: From Access to Success: Next Generation Student Supports

ASCP Activity	Status/Next Steps	UAP Priority
	Updates on educational and support activities of Vice-Provost Academic's academic integrity working groups provided on an ongoing basis.	
4. **Establishment of a new *Academic Forgiveness Policy***	*Withdrawn from Course*, *Course Relief*, and *Repeating Passed or Failed Courses* data and trends reviewed by C&P in January 2021, and consultations with University community launched in Winter 2021. Three policies combined into one overarching policy and approved by ASCP and Senate in April 2022 effective FW2022-2023.	Priority 3: From Access to Success: Next Generation Student Supports
5. **Curriculum Management System (CMS) project**	ASCP has been and will continue to be engaged as appropriate on CMS project, with the Chair serving as a member of the project's Steering Committee.	Priority 3: From Access to Success: Next Generation Student Supports
6. **Revisions to the *Common Grading Scheme for Undergraduate Facultie*s**: transition from the 9.0 GPA scale to a 4.0 scale and updates to policy framework	Policy on York University Grading Schemes and undergraduate qualitative descriptors approved by Senate in October 2020. Updates to policies impacted by the transition approved by ASCP and Senate in March and April 2022: • Policy on Letters of Permission • Undergraduate Certificate Guidelines and Procedures	Priority 3: From Access to Success: Next Generation Student Supports Sub-item: We will redouble efforts to achieve positive change for students.

ASCP Activity	Status/Next Steps	UAP Priority
	• Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions • Visiting Students Policy • Bridging Courses Policy and Guidelines • Bridging Programs at York University Policy and Guidelines • Granting Degree-Credit for Pre-University Courses • Transfer Credit Limits for Advanced Secondary Studies **Monitoring activities** • Review submissions for program/academic regulation changes to confirm compliance with Policy by December 2022. • Liaise with Student Financial Services and Awards Committee to initiate review and updates to Awards Manual and criteria that reference a GPA value. • Consider review of graduation honours with a view to streamlining University-wide. • Provide guidance to Office of the University Registrar on systems updates as appropriate.	

ASCP Activity	Status/Next Steps	UAP Priority
7. **Review University practices associated with Attending Physicians' Statements**	Following a University-wide consultation in Spring 2021, ASCP identified guiding principles for the review of York's long-standing practices and begin development of recommendation in consultation with SAC. Completion of recommendation targeted for FW2022-2023.	Priority 3: From Access to Success: Next Generation Student Supports Sub-item: We will redouble efforts to achieve positive change for students.
8. **Enhance and update teaching and PD supports for all instructors**	ASCP to receive annual report and ongoing updates on teaching and learning initiatives, normally in the Spring. AVP T&L delivered T&L Report at May 25 ASCP meeting.	Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach Sub-item: diversify how we teach in an era of perpetual, universal learning

In addition to the priorities set out above, the following UAP priorities and sub-priorities will inform ASCP's review of the curriculum and academic standards items that come before it.

Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach
- To prepare students to live, work and act meaningfully in the world, we will:
  - Continually reinvent programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
  - Pursue inclusive excellence by decolonizing curriculum and ensuring graduates are known for global mindset, ethical, judgment, ability to integrate diverse ideas and worldviews
  - Build essential 21st century skills into programs, e.g. digital fluencies, information literacies, critical thinking, etc
- To diversify how we teach in an era or perpetual, universal learning, we will:
  - Offer a wide range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals
  - Attain the goal of providing every student with an experiential learning opportunity
  - Create more physical and virtual capacity for active and collaborative learning
  - Encourage students to become lifelong learners

Priority 3: From Access to Success: Next Generation Student Supports
- We will redouble efforts to achieve positive change for students in the following areas:
  - Enhanced opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples

Priority 4: Advancing Global Engagement
- Internationalization and Global Engagement Strategy sets an agenda for action in four areas:
  - Global outlook and fluency informing curricula and global learning while leveraging our own diversity

Priority 5: Working in Partnership
- Signature activities related to building cross-sector and inter-community partnerships will include:
  - Developing an integrated, interdisciplinary health precinct that will… create synergies for health-related research, teaching and innovation

York University Senate

Memorandum

To: Mario Roy, Chair, Senate Executive
Pascal Robichaud, Secretary, Senate Executive

From: Nicolette Richardson, Chair, Academic Standards, Curriculum and Pedagogy Committee

Date: 2 June 2022

Subject: Report on ASCP Priorities for 2021-2022

On behalf of the Committee on Academic Standards, Curriculum and Pedagogy, I am writing to transmit ASCP's progress report on the priorities set at the beginning of the 2021-2022 academic year.

While not addressed in the appended report, ASCP has begun discussions about the Equity Sub-Committee's call to integrate equity objectives into the Committee's activities. It is anticipated that efforts to this end, including explorations of addressing the equity dimensions of curriculum, will feature prominently in the Committee's 2022-2023 priorities.

cc: Cheryl Underhill, Senior Assistant University Secretary
Kathryn White, Secretary, ASCP

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 23 June 2022

FOR ACTION

a. Chartering of Organized Research Units[1]

The Academic Policy, Planning and Research Committee recommends,

> **That Senate approve the chartering of the following Organized Research Units for a five-year period, commencing 1 July 2022:**
>
> > **Centre for Artificial Intelligence & Society**
> > **Water Management, Artificial Intelligence, Technologies, Education and Sustainability, Resource Recovery & Reuse (One WATER)**
> > **Centre for Integrative and Applied Neuroscience**
> > **Institute for Technoscience and Society**
> > **York Emergency Mitigation, Engagement, Response, and Governance Institute (Y-MERGE)**

Rationale

APPRC proposes the chartering of these five institutional-based Organized Research Units based on recommendations from its Sub-Committee on ORUs, and is satisfied that all of them are of high academic caliber, are predicated on appropriate strategic planning, have a critical mass of researchers who will participate actively in the ORU, have plans for sustainable resourcing, and has strong support from the Vice-President Research & Innovation. With the charter of these units, the total number of ORUs at the University will increase to 30.

The critical resource issue of space sufficiency for research, faculty complement growth and programming has been a theme identified by APPRC this year; it was raised in conjunction with the review of the ORU charter applications. After thorough discussion of this topic with the Vice-President Research & Innovation, the Committee is satisfied that the new ORUs will have the conditions necessary for early and sustained success in achieving its mandate and goals and that the appropriate space for the units will be provided.

A matter applicable to all ORUs going forward was also raised this year – the need for the research institutes and centres at York to have a research data management strategy in

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[1] Senate is provided with the "Terms and Expectations" document for each charter proposal. As in the past, Senators may review the full dossier upon request. Members of APPRC who are actual or prospective members of an ORU under review absent themselves from discussions of charter recommendations.

alignment with the requirements of the *[Tri-Agency Research Data Management Policy](#)*. The statement from the VPRI Office also responds to this resource matter.

Supporting documentation, including resource statements from the Vice-President Research & Innovation, is attached as Appendix A.

b. Change in Name of the Department of Science and Technology Studies

Academic Policy, Planning and Research recommends

> **That Senate approve the change in name of the Department of Science and Technology Studies to the Department of Science, Technology and Society, Faculty of Science, effective immediately.**

Rationale

The proposed new name for the academic unit provides greater clarity about the interdisciplinary research and undergraduate teaching conducted on the study of relationships between science, technology and society. It is a more inclusive title, providing a clearly recognizable home for both the Science, Technology and Society degree program and the Natural Science course offerings housed in the Department.

The impetus to review the name was a recommendation from a recent cyclical program review (CPR) to identify a title for the academic unit that represents the mandate of the two disciplinary program offerings. After considerable discussion, consensus was reached on the proposed new name. Consultation on the change in name was undertaken with the Provost's Office, Dean's Office, the cohort of Department Chairs in the Faculty, and the Science and Technology Studies graduate program. Statements from each confirms the broad support for the change. The proposal is attached as Appendix B to the APPRC report.

Governance Approvals:

Department 22 March 2022 • Faculty Council 10 May 2022 • Senate APPRC 2 June 2022

FOR INFORMATION

c. 2021-2022 University Academic Plan Progress Report

The Committee is pleased to provide Senate a report on UAP Progress in 2021-2022 that conveys information heard from the York community and sets out observations and recommendations to supplement the earlier progress made on UAP priorities in the first two years of the 2020-2025 Academic Plan, and to sustain the momentum generated.

Academic Policy, Planning and Research Committee Report to Senate

From the progress report, the Committee hopes Senate sees the subtle but impactful ways in which APPRC on behalf of Senate contributes to shaping the overall academic direction of the University. Unlike the adjudicative committees of Senate, the policy focus of the work of APPRC benefits academic governance in ways that are not easily measured but critical nonetheless.

The report is attached as Appendix C.

d. Organized Research Units Sub-Committee Report

The APPRC *Sub-committee on Organized Research Units* convened in May. In addition to the recommendations on individual charter applications, the Sub-committee concurred with the request from the Vice-President Research & Innovation to approve a one-year extension of the charters, from 1 July 2022 to 30 June 2023, for the following ORUs:

> Dahdaleh Institute for Global Health Research
> Institute for Social Research
> Centre for Research in Earth and Space Sciences
> LaMarsh Centre for Child & Youth Research
> Robarts Centre for Canadian Studies
> YU Centre for Aging Research and Education (*Faculty-based, Faculty of Health*)
> Centre for Research on Language and Culture Contact (*Faculty-based, Glendon*)
> Nathanson Centre on Transnational Human Rights, Crime and Security (*Faculty-based, Osgoode*)

The short, temporary extension accommodates the extenuating circumstances with ORU charters in the 2021-2022 academic year, which are in part tied to the impact of the pandemic disruption at the University. The extension of the charters for the three Faculty-based units (as denoted above) has the support of the home Faculty and Dean / Principal, and resources for the Centre operations will be sustained for 2022-2023 for all eight institutional and Faculty-based units. All of the units will have charter applications come forward under the normal Senate approval process in 2022-2023.

The Sub-committee also discussed with APPRC issues and opportunities common to ORUs ascertained from its review of the recent ORU charter applications, with recommendations to enhance the chartering process.

It suggested to the Office of the VPRI that consideration be given to the following:

- incorporating in ORU Charter Terms and Expectations and the external reviewers' template an assessment of the unit's alignment with UAP priorities and the UN SDG Challenge, and the Strategic Research Plan to highlight how the proposed centre / institute will contribute to the scholarship and broader academic objectives
- adding equity, diversity and inclusion considerations to ORU membership and advisory boards, possibly through an affirmative action metric or a distinct EDI

paragraph in the Terms & Expectations template as Tri-agency grant applications have incorporated.

- building into the templates a standardized section on space for confirmation that the ORU space needs have been confirmed, distinguishing between ORU-designated space (research, collaborative and administrative) and space that the members of the ORU have separately that will continue to be used in conjunction with their ORU-related research.

- building into the charter process the need for each research institute and centre at York to have a research data management strategy in alignment with the requirements of the *Tri-Agency Research Data Management Policy*; collaborate with the Libraries as a resource on data management.

- developing a *Notice of Intention* stage for ORUs to signal planned re-charter applications. This process could call for a charter plan from the unit / proponents and confirmation of the timing of review process. It would also create an opportunity for the Office of the VPRI to provide input on any charter criteria that need to be addressed (i.e., resources, research plans, critical mass of members etc.), identify extenuating circumstances requiring a charter / Director's extension, or early indication of charter status issues that could affect non-academic staff contracts.

The Office of the Vice-President was receptive to these suggestions, with work already in progress in response.

e. Markham Campus: Campus Infrastructure Planning

In its role to provide oversight of major academic initiatives, APPRC continues to monitor and track the progress on the new Markham campus. This academic year the Committee reviewed for concurrence with ASCP recommendations the proposed suite of new degree and diploma programs to be offered at the new campus. The review of these Markham proposals surfaced common resource issues for the new campus. The Committee recently discussed these 'global' infrastructure matters with the Provost and the Deputy Provost, Markham Campus, Gorden Binsted.

The campus plans continue to be defined and implemented in collaboration with the Faculties offering programming at the location, with adjusted timelines to the revised launch date of FW 2024. APPRC shared insights to be taken into consideration as arrangements continue to take shape, including:

- going forward in communications, include information about the campus advising and petitions services resources

- include the Libraries in the information on collaborative spaces, including computing technology space and resources

- confirm with the Faculties offering programming at the campus that the centralized computing labs as described in the briefing note align with their understanding of the needed resources to be provided

The discussion aided the Committee's understanding of the 'global picture' of the campus academic resources and plans following its recent review of individual program proposals.

f. Strategic repositioning of Glendon: Discussion with Glendon Principal

Following its preliminary discussion of the strategic repositioning of Glendon in May, Principal Fiola joined APPRC this month to discuss the emerging planning framework for the initiative.

Emphasized by the Principal as goals of the revisioning exercise is the need to reverse the trend of declining enrolments at Glendon, but also to integrate a broader set of initiatives taken up by colleagues in recent years to define a standard Glendon degree format, explore bilingualism options and Glendon's identity. Consultations on the planning is continuing, including with Deans who will discuss the initiative within their Faculties to maximize synergies with Glendon and, critically, prevent program duplication and internal competition. The Committee offered the following reflections:

- define a path to reflect the linguistic diversity of the College and bring that unique identify of Glendon into sharper focus

- the 'global engagement' strategic position being explored does not set Glendon apart from the rest of the University; the Glendon identity should be unique and be what distinguishes it both at York (although within its general brand) and in relation to other universities

- there might be an opportunity to carve out a global engagement niche for Glendon and have mechanisms in place for collaboration with Faculties and the Libraries

- there is strong evidence that French immersion training in the province is expanding, creating a growth area that ties to Glendon's strengths

As the strategy continues to develop, it will be tested with colleagues and also with the target audience of high school students. APPRC looks forward to discussing the next iteration of the revisioning proposal once ready and thereafter reporting on the initiative to Senate.

Academic Policy, Planning and Research Committee Report to Senate

g. New Research Frameworks Applicable to University Scholarship

In March, APPRC advised Senate that two new policy frameworks applicable to university research and researchers were being implemented: the Province's *Commercialization mandate policy framework reporting system* and a federal *Research Security Framework.* The Vice-President Research & Innovation provided updated information to the Committee on both of these matters at its meeting on 9 June.

On *Commercialization* reporting, the VPRI has developed a draft response that addresses all the requirements; it has been coined a [Commercialization Framework](#) (not policy), and it describes existing practices. The draft will be shared with the Province for its approval. One of the requirements of the new process is an annual filing of a Commercialization Plan. The inaugural Plan must be posted by 15 December 2022, with subsequent annual Plans filed by institutions by 30 November. A system snapshot of this Framework is included in the slides attached as Appendix D.

There is detailed information to share with Senate on the new *Research Security Framework.* To that end, the slides provided by the VPRI are being transmitted with this report, in Appendix D. The initiative is still in progress. Through collaboration with university Vice-Presidents Research, Universities Canada is leading a response to the government and has articulated recommendations in a submission aimed at addressing the concerns of universities and meeting the government's goals of the security review framework. A response to the submission is pending from the government.

APPRC would be interested to learn if Senators have any questions / concerns about this new process that need to be addressed.

h. Academic Innovation Fund: Impact Report 2010-2022

The Academic Innovation Fund (AIF) was created in 2010 by the Provost and Vice-President Academic to encourage innovation in teaching, learning and the student experience. The purpose of the Fund is to support the implementation of projects to advance York's institutional priorities as articulated in the University Academic Plan, Strategic Mandate Agreement and Integrated Resource Plan in relation to e-Learning, experiential education, student success and retention strategies within the curriculum, and internationalization. The AIF is intended to encourage innovation and change across York University by supporting new initiatives or those that extend current initiatives in significant new ways.

An *Impact Report 2010-2022* was recently provided to and discussed with APPRC. Funding for the AIF is continuing. Pleased to see the significant investment made in academic innovative and the successes of the projects, APPRC offered thoughts to enhance future impact reports:

- in addition to the value of the individually funded AIF projects, include outcomes of the initiatives that are being adopted by others at the University and /or informing best practices in innovation

- enhance the 'impact' element of the report in addition to recording the alignment of projects to the UAP priorities

- highlight projects that became longer-term or spawned a sustained new resource / practice (such as the media lab at Glendon)

i.   End of year retrospective, and thanks to members.

Another extremely busy year has come to a close for APPRC. The Committee's contributions were most effective this year because the student and faculty representatives - as senior faculty members - brought a wealth of experience from around the University (where the faculty members included current and former Chairs of Senate/Senate committees, Directors of ORUs, current and former academic administrators e.g.,) to its thoughtful deliberations. Deliberations and consultations were undertaken these last 10 months on key academic initiatives and in support of annual planning exercises, all of which yielded commitment to collegial decision-making and promotion of greater cohesion around a shared path forward.

I thank each of the members – and especially the Provost and the Vice-President Research & Innovation – for their commitment to the robust deliberations this year as the Committee navigated its way through questions, critiques and differing viewpoints to reach consensus for the benefit of Senate and for the University.

The close of this governance year will see Jina Aryaan (student), Carys Craig (Osgoode), Naquee Blake (student), Evan Light (Glendon) and myself (Academic Colleague to COU) completing terms on APPRC. Best wishes to all in their scholarly pursuits and other endeavours.

Brenda Spotton Visano
Chair of APPRC

Centre for Artificial Intelligence & Society

Institutional-based Organized Research Unit

Terms and Expectations
2022 – 2027 Charter

1. Mandate

The Centre for Artificial Intelligence & Society (CAIS) will unite researchers who are collectively advancing state of the art theory and practice of artificial intelligence (AI) systems, law, governance and public policy. The systems approach places emphasis on how AI technologies operate when embedded in real-world contexts, interacting with humans and other technologies. Research will focus on AI systems that address societal priorities in health care, smart cities and sustainability, and are fair, explainable, reliable and trusted.

2. Lead Faculty

As the Lead Faculty, the Lassonde School of Engineering agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CAIS in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

This support includes promoting membership in the Centre, supplying a decanal representative to serve as Chair of the Centre's Board and facilitating selection and approval of Directors as warranted. The Lead Faculty further agrees to integrate CAIS's objectives into its strategic research planning and to champion the development of the Centre as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CAIS will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As a Participating Faculties, the **Faculty of Health**, the **Faculty of Liberal Arts & Professional Studies (LA&PS)**, **Osgoode Hall Law School**, the **Faculty of Science,** the **School of the Arts, Media, Performance & Design (AMPD)**, and the **Schulich School of Business** agree to play a supportive role in promoting the development of the Centre for AI & Society and to provide a representative to its Board.

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4. Board

The Board for the Centre has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board is expected to champion CAIS with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the Centre achieve its objectives. Composition of the Board normally will be as follows:

a) VPRI (or designate), Chair
b) Dean (or designate), Lassonde School of Engineering, Vice-Chair
c) Associate Dean (or designate), Faculty of Health
d) Associate Dean (or designate), Faculty of Liberal Arts & Professional Studies
e) Associate Dean (or designate), Osgoode Hall Law School
f) Associate Dean (or designate), School of the Arts, Media, Performance & Design
g) Associate Dean (or designate), Schulich School of Business
h) Associate Dean (or designate), Faculty of Science

The Board may consult with the Executive or other governance or advisory bodies established by the Centre but is not intended to replace or take over the functions of those bodies.

5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically 5-years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

6. Objectives and Expectations, 2022 - 2027

General nature of the research program to be pursued through the ORU

Artificial intelligence (AI) has the potential to solve important societal problems and has already found broad application, but there remain substantial challenges. Problems, datasets and algorithms are often selected and developed without sufficient consultation with stakeholders and domain experts, and without sufficient engagement with system engineers, social scientists, and legal and public policy experts. As a result, important societal problems may be overlooked, resulting in unforeseen real-world complications that limit scalability and performance. AI systems may not work well with human personnel or be sufficiently transparent and explainable to be trusted. AI technologies may raise data ownership issues and have

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negative impacts on society, such as unacceptable incursions on privacy or perpetuation of bias and inequity.

The Centre for AI & Society will unite an interdisciplinary team of York researchers to take an alternative, human-centred approach to AI. At the centre of our approach is a holistic assessment of the balance of benefit and risk to society, and how this balance can be improved through not only technical but also legal, public policy and governance innovations. Working closely with domain experts, research will focus on how algorithms generalize from the bench to the real world, in diverse global settings, and how AI systems can be designed to work well with and be accepted by human personnel and stakeholders. To accomplish these goals, our team integrates technical research excellence in AI and application areas with expertise in legal, governance, public policy and ethical issues in AI.

CAIS will focus on two societal application areas: Health and Smart Cities. Health AI applications include bioinformatics, hospital logistics, medical imaging, clinical robotics, diagnosis and treatment of age-related cognitive decline and neurodegenerative disorders, psychological and social health and wellness as well as global health issues such as humanitarian relief. Smart City AI applications include technologies to improve the safety of vulnerable road users, to protect critical infrastructure such as communications, energy and transportation networks, and to strengthen the social fabric of cities through AI for the creative arts and design.

To address key technical and social issues that hinder trust in AI systems, CAIS will focus on novel brain-inspired approaches to learning and inference. These include methods that depend less on labelled data (e.g., unsupervised, self-supervised, reinforcement and semi-supervised learning), generative models that deliver a more explainable understanding, and adaptive algorithms that can handle domain shift when generalized to new settings. CAIS will focus on AI systems that are more human-like in their ability to learn from sparse data, generalize to novel situations, accurately report confidence and potential failures, and explain the basis for decisions. Legal and public policy research will study governance and data management models that improve the trustworthiness of AI systems, addressing fairness, transparency, ownership and access, privacy and security, and minimize harm on diverse communities, including discrimination and bias.

Proposed Research Program

CAIS will take a holistic approach to AI that unites a broad range of research expertise in computing, engineering, science, health, business, law, public policy, art, media and design. The ORU will be composed of four interconnected units that will work closely together on a range of AI research projects. The Intelligent Systems Unit, led by Dr.

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Elder, will unite machine learning, data mining, computer vision and robotics researchers to advance the state of the art in intelligent systems research. The Law, Governance & Public Policy unit, led by Dr. D'Agostino, will unite researchers from law, politics, communications & media studies and business to address practice, policy, and governance of AI intellectual property, data ownership, privacy, bias, trust, accountability and explainability. Together these two teams will work closely with The Health Applications unit, led by Dr. Rosenbaum and the Smart Cities unit, led by Dr. Srikantha, to tackle important real-world problems of critical importance to society. This organization is important for the success of CAIS.

While research will entail close collaboration between units, it is equally important for the units to have some autonomy. For CAIS to have national and global impact, it is critical that it be known as a leading centre for world-class, technical AI research. Identifying a distinct Intelligent Systems unit dedicated to advancing the mathematics, computer science and engineering of AI will provide our science and engineering AI researchers with the technical community they need to grow and innovate, raising York's profile as a leading centre for the science and engineering of AI. Similarly, while York is known as strong in social science research, our research in the public policy of AI is less widely-known, despite the ground-breaking work being done at IP Osgoode and recent high-profile hires. Establishing a distinct Law, Governance & Public Policy unit will serve to raise the collective profile of this emerging concentration of leading AI law and public policy researchers and will also strengthen the emphasis of CAIS research on societal benefit. Finally, having distinct units in the application areas of Health and Smart Cities will ensure that we have the concentration of application domain expertise to form and expand collaborations with external partners and to ensure successful real-world application.

Anticipated Sources of External Funding

CAIS will be used as a springboard for applications to major collaborative funding programs and contracts, many of which will bear overhead that will contribute to the operation of the Centre. Our ultimate target is to generate an average of $5,000 in overhead per member per year to offset some CAIS operating costs. Part of this overhead will be channeled back to principal investigators. In addition to core individual grants such as NSERC Discovery grants, CIHR Project grants and SSHRC Insight and Connection grants, CAIS will pursue major collaborative grants that unite clusters of CAIS researchers with external private- and public-sector partners, including:

- NSERC Alliance, Idea to Innovation and CREATE grants
- SSHRC Partnership Development Grants
- Ontario Research Fund – Research Excellence grants

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- New Frontiers Research Fund grants
- Canada First Research Excellence Fund grants (subject to call)
- Canada Foundation for Innovation (CFI) grants

Plan for Enhancing the Training Environment

Enhanced training will be delivered through multiple channels. One major initiative will be an annual three-day AI & Society Trainee Workshop that will include lectures on key application areas, AI public policy issues, and brainstorming and debate on how AI systems and public policy can co-evolve to bring maximum benefit to society. To further support these training initiatives, we plan to apply for an NSERC CREATE (PI, Elder) training program grant in AI & Society in the 2022 competition. This will provide $1.65M in support for CAIS graduate students and postdocs for a six-year period (2023-2029). We will also make use of internal funding from LSE to support EDI training for our trainees. York's proven leadership in interdisciplinary research and teaching provides a unique opportunity to train researchers to engage with AI in a socially responsible manner, by contributing to core theory and technological applications while considering a broader perspective, including impacts on society. With careful integration of interdisciplinary training in the law, ethics, diversity and inclusion, issues of bias, fairness, privacy, intellectual property, data governance and ownership, our trainees will be much better equipped to lead the development of socially responsible AI.

Plan for engaging in knowledge transfer or knowledge mobilization

Commercialization: Sound commercialization and entrepreneurship strategies are key to achieving societal uptake of new AI technologies and applications. CAIS will work with Innovation York to manage and protect IP and create AI start-ups, with York University's Markham entrepreneurship hub YSpace to find homes for our AI start-ups in the heart of the Markham technology community and with the IP Innovation Clinic to navigate the particularly difficult legal complexities of AI intellectual property. CAIS will actively support applications to the NextAI early-stage accelerator program from its graduate students and postdoctoral fellows.

Seminars & Conferences: CAIS will hold a biweekly AI & Society seminar series open to the York and wider Toronto AI communities, as well as an annual AI Innovation Conference that brings CAIS researchers together with private- and public-sector partners and the wider community to showcase the latest research results and form new partnerships.

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Expectations, Projected Deliverables and Evaluation Metrics

The main goals of CAIS are to spur interdisciplinary collaboration between AI & Society

researchers at York, raise the international profile of this research, and train AI & Society research students and postdoctoral fellows in an enhanced interdisciplinary setting. In the following we provide representative examples of collaborative projects and deliverables we plan for the Centre's first five-year charter. These are only examples of the many impactful projects we anticipate.

- **Robust and transparent evaluation of generative models.** Empirical assessment of the validity and limitations of existing evaluation metrics for generative models and to develop novel metrics that address these limitations. This research will provide a basis for systematically comparing existing discrepancy measures, developing novel, more robust metrics, and novel algorithms for deep-fake detection that can potentially complement governance mechanisms to help the public from fraud.
- **Integrating knowledge into neural network models.** The goal is to develop a general framework for incorporating external knowledge into sequence-to-sequence question generation models. These efforts will yield more brain-like systems that learn from smaller volumes of training data and will have broad applicability in many domains, including Health.
- **Ethics- and compliance-driven AI engineering**. The goal is to derive rigorous engineering processes for designing, developing, and maintaining AI software while considering social and ethical requirements. Through investigating new traceability and accountability techniques, we will enable auditing of these requirements through the software development lifecycle.
- **Adaptive AI-Intensive Systems.** The goal is to investigate compliance-driven AI systems that withstand uncertainties and self-adapt to a changing environment. The result will be AI systems that will perform reliably over a greater diversity of operating conditions.
- **AI Law, Governance & Policy Framework.** The goal is to develop a set of principles and practices for AI governance that can apply to both Health and Smart Cities applications and beyond. The impact will be a clearer framework for the research, development and deployment of AI systems and their data that are legal, trustworthy, explainable and respect societal values.
- **AI-driven approaches to understanding and correcting spatial disorientation.** We will apply neuroscience-informed, AI-enhanced paradigms to detect and remediate areas of deficit in healthy older adults and patients with spatial disorientation. This will have a huge impact on quality of life particularly for older adults with age-related cognitive decline.

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- **AI algorithms for secure analysis of large global and community health datasets.** This project will integrate work on data ownership, privacy, security, ethics and governance in the use of AI as well as novel machine learning algorithms for relating demographic and health factors to functional activities that are important for daily wellness. These activities include the cognitive and sensori-motor skills crucial for daily living.
- **AI for Human-Centered Mobility.** In this project, we will investigate novel computer vision and AI algorithms for detection, classification and 3D geo-tracking of vulnerable road users (e.g., pedestrians, cyclists, wheelchairs, the elderly, parents with young children) in complex mixed-traffic domains and study how these data can be rapidly mobilized to reliably control signals, push alerts to road users to improve safety, and to design more efficient and safe traffic systems.
- **AI for Efficient Integration of Electric Vehicles (EVs).** Advanced analytics and reinforcement learning techniques and architecture will be used to process and communicate sensor data so that electric vehicles can interact with the power and communications grid in an efficient and distributed manner while also adhering to physical grid limits. This will serve to accelerate the introduction of EVs into society, reducing global carbon emissions.
- **AI for Computational Creativity and Cultural Industries.** In this project we explore how a diversity of AI technologies can be applied to the creative arts, how this affects public engagement, and whether and under what conditions AI itself could be considered creative.

Evaluation Metrics (annual average per full member)

We will evaluate Centre performance quantitatively in terms of scholarly research output, the extent of collaboration within the Centre and beyond, external funding, training, commercialization, entrepreneurship and reputation in the international community. We will examine both absolute metrics and how these metrics are changing over time. Specific metrics include:

Quantitative Metric (average per year, per investigator)	Target
Number of peer-reviewed publications	2
Number of high-impact journal publications (SciVal impact factor > 5)	1
Number of high-impact conference publications (Google h5-index > 50)	1
Number of keynote or plenary lectures	1
Number of international invited talks	1
Number of citations (Google Scholar)	300
Number of collaborative CAIS publications (2 or more CAIS faculty)	1
Number of international collaborative publications	1

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Quantitative Metric (average per year, per investigator)	Target
Total value of external funding	$50,000
Total value of overhead generated	$5,000
Number of new grant applications	1
Number of collaborative grants held (2 or more CAIS faculty)	1
Number of graduate students	3
Number of successfully completed Master's theses	1
Number of successfully completed PhD theses	1
Number of graduate student scholarships	1
Number of invention disclosures	1
Number of editorial board memberships	1

Additional Evaluation Metrics

- Books authored
- Commercial licenses
- Start-ups
- Patents filed& awarded
- Prestigious awards
- Impacts on public policy

7. Resource Commitments

VPRI

The Office of the VPRI will ensure CAIS has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs. VPRI will fund a) 1 Director course release, and 1 stipend and benefits as mandated by the Collective Agreement (subject to permissions from Faculty Deans and the Provost). A second co-director position will be funded by VPRI for 2 years with the expectation that the CAIS will be able fund the position after that time; b) up to $40,000 (including benefits and subject to annual budgetary constraints) per year in support of a Coordinator, based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services; and c) $2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being

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transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, CAIS will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CAIS. However, as CAIS continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw $1 of core operating support (over and above the $2000 annual contribution) for every $2 of net new overhead funding CAIS receives. Revenue generated from new endowments should also be used to offset costs where appropriate. The terms above are subject to CAIS meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above. Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty

The Lassonde School of Engineering will provide:

- Opportunities for CAIS to apply to the Faculty's 3 different EDI funds
- Consideration of an AI, Society and Mobility theme in planning the new Engineering and Science building with the possibility of space, pending the planning and approvals
- Access to the High Performance Computing Facility (when complete) and support with IT and branding for internal and external promotional materials
- If the Director is from Lassonde, approval of Collective Agreement mandated course release during the next 5-year period, as per policy of the Faculty

Participating Faculties

The Participating Faculties commit to contributing to discussions on how to enable CAIS's research success in areas including membership, strategic research development, leadership of CAIS, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities. Furthermore, Osgoode will approve the mandated course release and

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stipend as per the OHFA collective agreement should an Osgoode faculty member serve as director. Osgoode's research office will continue to support faculty members applying for grants through CAIS but expect that Osgoode faculty receiving commitments in their research grant applications from Osgoode will remain open to directing their research grants through Osgoode where appropriate, and that CRCs housed at Osgoode will primarily direct their grants through the Faculty.

8. PIER

The Centre for AI & Society commits to consult and incorporate recommendations from the Plan for the Intensification and Enhancement of Research (PIER) into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Proposed Executive Committee Members
James Elder (Chair): Co-Director and Lead, Intelligent Systems Unit Professor & York Research Chair in Human and Computer Vision Department of Electrical Engineering & Computer Science Lassonde School of Engineering Department of Psychology Faculty of Health
Pina D'Agostino): Co-Director and Lead, Law, Governance & Public Policy Unit Associate Professor, Osgoode Hall Law School Founder & Director, IP Osgoode, IP Innovation Clinic & IP Innovation ChatBot
Aijun An: Chair, Partnerships Committee Professor, Department of Electrical Engineering & Computer Science Lassonde School of Engineering
Marcus Brubaker: Chair, Facilities Committee Assistant Professor, Department of Electrical Engineering & Computer Science Lassonde School of Engineering
Murat Kristal: Chair, Commercialization & Entrepreneurship Committee Associate Professor, Schulich School of Business
Marin Litoiu: Chair, Markham Campus Committee Professor, Department of Electrical Engineering & Computer Science Lassonde School of Engineering School of Information Technology Faculty of Liberal Arts & Professional Studies

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Proposed Executive Committee Members
Shayna Rosenbaum: Lead, Health Applications Unit Professor & York Research Chair in Cognitive Neuroscience of Memory, Department of Psychology Faculty of Health
Pirathayini Srikantha: Lead, Smart Cities Applications Unit Assistant Professor & Canada Research Chair in Reliable and Secure Power Grid Systems, Department of Electrical Engineering & Computer Science Lassonde School of Engineering
Ian Stedman: Co-Chair, Public Relations Committee Assistant Professor, School of Public Policy & Administration Faculty of Liberal Arts & Professional Studies
Niko Troje: Chair, Seminars & Conferences Committee Professor & Canada Research Chair in Reality Research, Department of Biology Faculty of Science
Graham Wakefield: Co-Chair, Public Relations Committee Associate Professor & Canada Research Chair in Computational Worldmaking Department of Computational Arts School of the Arts, Media, Performance & Design
Joel Zylberberg: Chair, Recruiting, Training & Awards Committee Assistant Professor & Canada Research Chair in Computational Neuroscience Department of Physics & Astronomy Faculty of Science

Appendix 2 – Proposed Members of the Advisory Board

Proposed Advisory Board Members
Johanne Belisle Former CEO, Canadian Intellectual Property Office World Intellectual Property Organization (WIPO)
Maurizio Bevilacqua Mayor City of Vaughan
Michael Bryant Executive Director & General Counsel Civil Liberties Association of Canada
Kahlil Cappuccino Director, Partnerships & Innovation, Indigenous Services Canada

Proposed Advisory Board Members
Sven Dickinson Vice President, Research & Development and Chief Scientist Samsung Toronto AI Research Centre
Konstantinos Georgaras Chief Executive Officer Canadian Intellectual Property Office
James Goel Director of Engineering Qualcomm
Uma Gopinath Chief Information Officer Metrolinx
Nadine Letson Assistant General Counsel Microsoft Canada Inc.
William E. Reichman President and Chief Executive Officer Baycrest Health Sciences
Neetika Sathe Vice-President, Advanced Planning GRE&T Centre, Alectra Inc.
Frank Scarpitti Mayor City of Markham
Parinaz Sobhani Director, Machine Learning Georgian Partners
Altaf Stationwala President and Chief Executive Officer Mackenzie Health
Joe Wigglesworth Senior Technical Staff Member IBM Canada Lab

**OFFICE OF THE
VICE-PRESIDENT,
RESEARCH &
INNOVATION**

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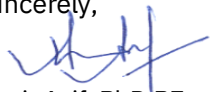
June 6, 2022

Dear Members of the APPRC ORU Subcommittee,

The Office of the VPRI, in collaboration with the Faculties, commits to providing appropriate ORU-designated space for CAIS to carry out research activities. We await the completion of construction projects and a hybrid work policy which will have space implications across campus and determine how space is assigned to ORUs. The VPRI and relevant Faculties will work in partnership to ensure that suitable space can be found, and commit to the following in the interim:

- The VPRI will provide an administrative workspace for the ORU coordinator (if needed) until such time that suitable designated space for the ORU is located and/or completed. The workspace may be shared to accommodate a hybrid work model;
- A shared workspace for ORU graduate students with be provided, especially for students working on interdisciplinary research projects;
- The VPRI will provide access to the following spaces for ORU research collaboration, noting that booking is through vrpibook@yorku.ca: YL 280A, YL 280N, YL 305, KT 626, KT 519;
- The VPRI will provide access to a 1000-person webinar license for online ORU research collaboration, noting that booking is through tpoll@yorku.ca;
- The Lead Faculty and/or Faculty of the Charter proponents will continue providing faculty, researchers, administrators and/or students associated with the ORU use of their current workspaces and/or research spaces until such time that suitable designated space for the ORU is identified as needed for interdisciplinary collaborative projects. VPRI will inform the relevant Faculties once such an arrangement is made;
- The VPRI and Faculties will work together to find suitable designated ORU space that may be needed for interdisciplinary training and research needs. Faculty members seeking office space in the ORU will be required to vacate their currently occupied Faculty office once suitable space is found;
- There may be research space for collaborative research projects shared between Markham researchers on floors 9 and 10 of the Markham Campus. This shared research space will be available to CAIS researchers on a project-by-project basis.

Sincerely,

Amir Asif, PhD PEng
Vice-President Research & Innovation

cc: Trevor Farrow, Associate Dean Research & Institutional Relations, Osgoode Hall Law School
John Moores, Associate Dean Research & Graduate Studies, Lassonde School of Engineering

One WATER (Water Management, Artificial Intelligence, Technologies, Education and Sustainability, Resource Recovery & Reuse)

Institutional-based Organized Research Unit

Terms and Expectations
2022 – 2027 Charter

1. Mandate

One WATER will greatly enhance our capacity to address the diverse aspects of the ongoing water sustainability crises, attract and train future leaders in the field, educate the public, innovate with industrial partners, and attract external competitive funding and endowments. One WATER will engage in interdisciplinary world-class research on sourcing, Artificial Intelligence, Technologies, Education & Sustainability, Resource Recovery & Reuse as well as their environmental, educational, and societal implications.

2. Lead Faculty

As the Lead Faculty, the Lassonde school of Engineering agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of One WATER in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

This support includes promoting membership in the ORU, supplying a decanal representative to serve as Vice Chair of One WATER's Board and facilitating selection and approval of Directors as warranted. The Lead Faculty further agree to integrate One WATER's objectives into their strategic research planning and to champion the development of the ORU as a cornerstone of interdisciplinary research activity in the areas of the Faculty's mandate. Development of One WATER will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, the **Faculty of Health**, the **Faculty of Environmental and Urban Change**, and the **Faculty of Science** agree to play a supportive role in promoting the development of One WATER and to provide a representative to its Board.

4. Board

The Board for One WATER has the responsibility of oversight and regular review of the ORU's progress against the expectations detailed below. The Board is expected to champion One WATER with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the ORU achieve its objectives. Composition of the Board normally will be as follows:

a. VPRI (or designate), Chair
b. Dean (or designate) Lassonde School of Engineering, Vice Chair
c. Associate Dean (or designate), Faculty of Science
d. Associate Dean (or designate), Faculty of Health
e. Associate Dean (or designate), Faculty of Environmental and Urban Change
f. Chair, Department of Civil Engineering

The Board may consult with the Executive or other governance or advisory bodies established by the ORU but is not intended to replace or take over the functions of those bodies.

5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically 5-years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

6. Objectives and Expectations, 2022 - 2027

General nature of the research program to be pursued through the ORU

One WATER will be an interdisciplinary center dedicated to furthering research on water-related issues and finding strategic, integrated solutions to water challenges faced by communities in Canada and around the world. The One WATER ORU will combine expertise related to Water management, Artificial intelligence, Technologies, Education and sustainability, Resource recovery & reuse (WATER) to address pressing water-related issues using holistic and interdisciplinary approaches. The strategic vision of the ORU encompasses many of the UN 17 Sustainable Development Goals. Specifically, SDG 3: Good Health and Well-being, SDG 6: Clean Water and Sanitation, SDG 9: Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 13: Climate Action, and SDG 14: Life below Water. The vision of the ORU also aligns with important federal and provincial strategic goals for clean water to Canadians, safe drinking water for First Nations, environmental assessment, sustainable water and waste management, waste to wealth conversion, and zero

waste and climate change. The ORU will advance these goals by collaborating with stakeholders from academia, industry, and government across the country.

Proposed Research Program

The proposed One WATER ORU is divided into five organizational themes: 1) Water management; 2) Artificial intelligence; 3) Technology; 4) Education & sustainability; and 5) Resource recovery & reuse.

One WATER will: (a) address water-related issues of concern including drinking water-related illnesses such as gastrointestinal illnesses, modernization of urban and rural unregulated water systems, and the water crisis in Indigenous communities; (b) harness the untapped potential of the AI revolution and the power of big data analytics to improve the design, operation, and rehabilitation of existing and future urban and rural water infrastructure to achieve economic and environmental stability; c) pursue resource recovery and reuse, and technological innovations such as harnessing microfluidics and remote sensing for water quality monitoring (drinking water and other water) in water research to better adapt for climate change actions and mitigation; and (d) expand the opportunities for research and funding at York University and LSE and enhance York University's research profile nationally and internationally.

Research Areas and Plan

The One WATER ORU will combine expertise from 3 Faculties and 1 ORU: the Lassonde School of Engineering, The Faculty of Environmental and Urban Change, the Faculty of Science, and the Dahdaleh Institute for Global Health Research. Together, they will address water-related challenges through a multidisciplinary approach integrating Water management, Artificial intelligence (AI), Technologies, Education and sustainability, Resource recovery & reuse (WATER) field. Each of the five areas is led by subject matter experts from a different field with other researchers contributing from the units and Faculties above.

Research in Water management is led by Shooka Karimpour (Lassonde School of Engineering). The research focus will be on water governance and social well-being comprising research on water risk management, water and flood management, natural ecosystems, indigenous water issues, and water policy and practices.

Research in AI is led by Usman T. Khan (Lassonde School of Engineering). The research will focus on developing innovative AI-based real-time water monitoring tools to monitor water quality and health risks, developing an AI-based water-related database and exploring innovative ways to monitor climate change.

The **Technological Research** theme is led by Stephanie Gora (Lassonde School of Engineering). The research focuses on reinforcing innovative water technology development with emphasis on developing water treatment technologies, technology development for green infrastructure with a focus on retrofit models for existing water treatment facilities, establishment of bioremediation technologies, and on-site water testing tools.

The **Education and Sustainability** theme research is led by James Orbinski (The Dahdaleh Institute for Global Health Research). The theme focuses on community outreach and youth awareness programs. Emphasized areas include: developing advanced water research, water policy and practice courses for graduate and undergraduate students; developing a certification program for jobs in water research, water testing and analysis policy, and governance fields; outreach activities to empower youth and local communities on sustainability and water research;, and a focus on water challenges of Indigenous communities for rapid solutions for various drinking water-related issues; and developing strategies for rapid response to the pandemic and other water-related issues.

The **Research in Resource Recovery & Reuse** theme is led by Satinder Kaur Brar (Lassonde School of Engineering). The research focuses on the integration of interdisciplinary research in water science. In particular, the research under this theme focuses on waste-to-wealth theme projects, utilization of natural resources for green energy production, research emphasized to boost circular bioeconomy, and will focus on humanitarian engineering and technological development for dry sanitization.

Anticipated Sources of External Funding

The ORU will serve as a nexus for the development of large-scale, interdisciplinary collaborative research projects to enhance the impact of research in water science at York University. One WATER will create a platform for faculty members and researchers to collaborate on innovative, interdisciplinary research initiatives including NSERC CREATE, Horizons, CFI IF, NFRF, and Alliance grants. The ORU will also serve as an incubator for future research ideas, which will favour the development of a larger number of grant applications with higher chances of success.The projects of the ORU will attract research funding from federal and provincial funding agencies, industrial partners, endowments and various other national and international funding agencies such as NSERC, CIHR, SSHRC, NFRFCFI, IC-IMPACTS, and the New Frontiers in Research Fund, among others.

Plan for Enhancing the Training Environment

The diverse research themes of the ORU will offer multidisciplinary research opportunities for students and postdoctoral fellows. The collaborative approach of One

WATER will help to recruit, train, mentor and retain skilled HQPs for the growing AI, water, and bio-industry sectors. The ORU will undertake initiatives to recruit students and foster an equitable, diverse and inclusive research ecosystem to train HQPs from diverse backgrounds. In addition to traditional lectures and hands-on laboratory research, HQP will have an opportunity to interact with external stakeholders from diverse disciplines. They can also work on water-related case studies across Canada, which will substantially enhance their analytical skills around the broader water research-related field. This will help in developing technical aptitude and understand business issues such as commercialization, regulatory requirements, intellectual property protection, financing, and manufacturing, along with professional skills such as teamwork, flexibility, discipline, communication, and interpersonal interactions.

Plan for engaging in knowledge transfer or knowledge mobilization

The One WATER ORU plans to directly engage with the public, end-users, and policymakers via numerous platforms including annual stakeholder seminars and webinars, social media platforms such as Twitter and LinkedIn and engage with the media through interviews and news articles. The ORU will collaborate with York University's knowledge mobilization unit to effectively disseminate research results to the public. One WATER will also hold biannual public lectures and IP and commercialization-related meetings in collaboration with Innovation York, LSE and industrial partners.

Expectations, Projected Deliverables and Evaluation Metrics

Expectations: The Canadian water sector demands a well-rounded and highly trained workforce with capabilities in physical sciences, engineering, and data science. In the next 5 years, the *One Water* ORU will: (1) Help organize and support interdisciplinary research to develop large-scale grant applications in water science; (2) Develop a robust network of experts and infrastructure to attract and train the best HQPs in the field; (3) Provide an excellent platform to communicate the water-related problems to the public and the media; (4) Help in developing policy reforms and water regulations for the government and municipal corporations; (5) Provide a strong industry-academia-government network platform for fundraising; and (6) Build a diverse, interdisciplinary collaborative research community for faster solutions for a wide range of water-related problems in the future.

Deliverables: The deliverables will be met by a systematic approach under 5 focus areas, viz., Water management, Artificial intelligence, Technologies, Education and sustainability, Resource recovery & reuse (WATER) to enhance education, sustainability, and research & development as detailed below:

- *Education:* (1) Develop courses on advanced water research, and water policy and practice for graduates and undergraduates at York University; (2) Develop Certification or diploma programs focused on water research, policy, and governance jobs to train HQPs for the industry and government-specific jobs in water analysis and testing; (3) Conduct outreach activities to educate and empower youth and local communities on sustainability and water research in the GTA region; and (4) Enable integration of ORU interdisciplinary research at YU to develop a database for effective and innovative collaborative solutions.
- *Sustainability:* (1) Case studies with a focus on community-based water-related issues to develop sustainable solution for water use, water resource management and water quality analysis in the GTA; (2) Publicly accessible database development for managing water-related health risks; (3) Working on water challenges of Indigenous communities for rapid solutions for various drinking water-related issues and; (4) Development of strategies for rapid response to the pandemic and other water-related issues to influence water government policies.
- *Research and innovation:* (1) Development of innovative water treatment technologies with a focus on retrofit models (LSE,FoS); (2) Establishment of bioremediation and circular economy models for water treatment in various municipalities across the GTA (LSE,FoS); (3) Development of retrofitting green infrastructure models for existing water treatment facilities through collaborative projects with municipalities and industries (LSE, EUC,DIGHR); (4) Innovative R&D to develop sustainable, portable rapid water quality analysis technology for test and analysis solutions for local water issues (lakes, community-based issues) (LSE,DIGHR); (5) Advances and applications of novel eco-hydraulics models about emerging water quality issues in Ontario (LSE).

Key Performance Indicators (KPIs) & Evaluation matrices for the ORU

The following KPIs will be used to measure the performance of the ORU:

- *Finance:* (1) Annual overhead of the projects from Co-applicants;(2) Annual total funding through internal projects and external projects; (3) Annual total dollar value of proposals submitted; (4) Annual number of proposals submitted; (5) Annual number of service-based industrial/municipal/other organizational projects given to ORU; (6) Annual total value of service-based industrial/municipal/other organizational projects given to ORU and (7) Annual attraction of additional private/public donors.
- *Research intensity, technology development & publications:* (1) Center-supported publications indexed in Web of Science per year; (2) Affiliated faculty from other academic institutes/universities that collaborate on proposals each year; (3) Number of presentations and conferences organized by the ORU; (4) Annual number of research projects completed and Technology Readiness Level

(TRL) for the project outcome; (5) Annual tracking of the total project completed and the interest of internal or external stakeholders to expand the project outcome/results; and (6) Annual number of technology transfers, patents generated and IP filed by ORU projects (7) Increase in the internal research collaboration at York University.

- *Recruitment and training:* (1) Tracking the recruitment of trainees and meeting EDI policies of York University; (2) Number of successful summer school programs organized by the ORU; (3) The success of our training program measured by productivity metrics (i.e. papers published and presentations given), and award and scholarship competition, leading to positions within relevant fields after graduation; (4) Annual post-training tracking to assess the entry and growth of the trainees into the selected job market nationally and internationally; and (5) number of international trainees remained/retained in Canada with the industrial job after completion of the ORU specific course.

- *Knowledge mobilization and communication:* (1) Annual number of invited talks, seminars, webinars, workshops, and other public outreach events hosted by ORU; (2) Annual public and media engagement, evidenced by enhanced national and international media coverage, and (3) annual increase in the number of followers and activity on social media accounts to track growing popularity of the ORU.

7. Resource Commitments

From VPRI's Office
The Office of the VPRI will ensure One WATER has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. The VPRI will support development of Directors in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

The VPRI will fund: a) One Director course release, and stipend and benefits as mandated by the YUFA Collective agreement b) up to $40,000 (including benefits and subject to annual budgetary constraints) per year in support of a Coordinator, based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services; and c) $2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, One WATER will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through the ORU. However, as One WATER continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions at a 2:1 ratio. That is, VPRI will withdraw $1 of core operating support (over and above the $2000 annual contribution) for every $2 of net new overhead funding One WATER receives. Revenue generated from new endowments should also be used to offset costs where appropriate. The terms above are subject to the ORU meeting its ongoing responsibility to make in good faith concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: The VPRI's resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty

The Lassonde School of Engineering will provide:

- Opportunities for One WATER to apply to the Faculty's 3 different EDI funds
- Consideration of a Water Security and Environmental Engineering theme in planning the new Engineering and Science building with the possibility of space, pending the planning and approvals
- Access to the High-Performance Computing Facility (when complete) and support with IT and branding for internal and external promotional materials
- If the Director is from Lassonde, approval of a course release as mandated by the Collective Agreement for one Director during the next 5-year period, as per policy of the Faculty

Participating Faculties

The Participating Faculties commit to contributing to discussions on how to enable One WATER's research success in areas including membership, strategic research development, leadership of the ORU, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

8. PIER

One WATER commits to consult and incorporate recommendations from the Plan for the Intensification and Enhancement of Research (PIER) into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Executive Committee
Satinder Brar, Professor, Dept. of Civil Engineering, LSE
Sylvie Morin, Professor, Faculty of Science
Shooka Karimpour, Assistant Professor, Dept. of Civil Engineering, LSE
Stephanie Gora, Assistant Professor, Dept. of Civil Engineering, LSE
Deborah McGregor, Associate Professor & Canada Research Chair in Indigenous Environmental Justice, EUC

Appendix B – Proposed members of the Advisory Board

Advisory Board
Eskicioglu Cigdem, Professor, University of British Columbia
Jean-François Blais, Professor, Institut national de la recherche scientifique
Azadeh Kermanshahi-Pour, Associate Professor, Dalhousie University
Caterina Valeo, Professor, University of Victoria
Lloyd Laidman, President, Intuitive Water Systems Inc.
Colin Dobell, Executive Director, Ontario Water Centre.
Shirley Anne Smyth, Unit Head, Wastewater Science, Science and Technology Branch Environment and Climate Change Canada
Christopher Hilkene, Chief Executive Officer, Pollution Probe
David Sweetnam, Executive Director, Georgian Bay Forever
Michele Grenier, Executive Director, Ontario Water Works Association
Ciprian Panfilie, Ontario Clean Water Association

June 6, 2022

Dear Members of the APPRC ORU Subcommittee:

The Office of the VPRI, in collaboration with the faculties, commits to providing appropriate ORU-designated space for One WATER to carry out research activities. We await the completion of construction projects and a hybrid work policy which will have space implications across campus and determine how space is assigned to ORUs. The VPRI and relevant Faculties will work in partnership to ensure that suitable space can be found, and commit to the following in the interim:

- The VPRI will provide an administrative workspace for the ORU coordinator (if needed) until such time that suitable designated space for the ORU is located and/or completed. The workspace may be shared to accommodate a hybrid work model;
- The VPRI will provide access to the following spaces for ORU research collaboration, noting that booking is through vrpibook@yorku.ca: YL 280A, YL 280N, YL 305, KT 626, KT 519;
- The VPRI will provide access to a 1000-person webinar license for online ORU research collaboration, noting that booking is through tpoll@yorku.ca;
- The Lead Faculty and/or Faculty of the Charter proponents will continue providing faculty, researchers, administrators and/or students associated with the ORU use of their current workspaces and/or research spaces until such time that suitable designated space for the ORU is identified as needed for interdisciplinary collaborative projects. VPRI will inform the relevant Faculties once such an arrangement is made;
- The VPRI and Faculties will work together to find suitable designated ORU space that may be needed for interdisciplinary research and training needs. Faculty members seeking office space in the ORU will be required to vacate their currently occupied Faculty office once suitable space is found.

Sincerely,

Amir Asif, PhD, PEng
Vice-President Research & Innovation

cc: John Moores, Associate Dean Research & Graduate Studies, Lassonde
        School of Engineering

Centre for Integrative and Applied Neuroscience
Institutional-based Organized Research Unit
Terms and Expectations
2022 – 2027 Charter

1. Mandate

Neuroscience – the study of nervous system function — aims to explain the biological basis of human behavior in health and disease. One in three Canadians will experience a brain-related health disorder. York University has made major investments into neuroscience research, education, and infrastructure in the past 20 years. The Centre for Integrative and Applied Neuroscience (CIAN) will coalesce and mobilize these investments to address health, education, industry, and other applications important for the Global community.

2. Lead Faculty

As the Lead Faculty, the Faculty of Health agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CIAN in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

This support includes promoting membership in the Centre, supplying a decanal representative to serve as Chair of the Centre's Board and facilitating selection and approval of Directors as warranted. The Lead Faculty further agrees to integrate CIAN's objectives into its strategic research planning and to champion the development of the Centre as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CIAN will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As a Participating Faculties, the **Faculty of Science**, the **Lassonde School of Engineering**, the **Faculty of Liberal Arts & Professional Studies,** and **Glendon College** agree to play a supportive role in promoting the development of the Centre for Integrative and Applied Neuroscience and to provide a representative to its Board.

4. Board

The Board for the Centre has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board is expected to champion CIAN with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the Centre achieve its objectives. Composition of the Board normally will be as follows:

a. VPRI (or designate), Chair
b. Dean (or designate), Faculty of Health
c. Dean (or designate), Faculty of Science
d. Associate Dean (or designate), Lassonde School of Engineering
e. Associate Dean (or designate), Faculty of Liberal Arts & Professional Studies
f. Associate Principal (or designate), Glendon College
g. Associate Dean (or designate), Faculty of Graduate Studies
h. Representative, Office of Advancement

The Board may consult with the Executive or other governance or advisory bodies established by the Centre but is not intended to replace or take over the functions of those bodies.

5. Directorship

After the completion of a directorship term, the Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation of the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically 5-years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

6. Objectives and Expectations, 2022 - 2027

General nature of the research program to be pursued through the ORU
Neuroscience is a transdisciplinary field that encompasses no less than the biological basis of the human condition. With interdisciplinary roots in biology, chemistry, philosophy, physics, and psychology, neuroscience is the definitive scientific frontier of the 21st century. Neuroscience bridges from York University's tradition of Liberal Arts to its aspirations in Science, Technology, and Medicine. Consequently, the CIAN will establish an administrative home and provide scientific leadership for York's diverse neuroscience research, education, and training activities. The descriptors of CIAN (Integrative, Applied) were carefully curated to reflect an emphasis on transdisciplinary collaboration and translational research. The Centre will work with the Faculties, other Organized Research Units (ORUs), neuroscience facilities, and training programs to coordinate and support all neuroscience activities at York, including neuroimaging, clinical neuropsychology, neurophysiology, computational neuroscience, molecular neuroscience, cognitive science, sensory psychophysics, and biomechanics.

Proposed Research Program

The Centre will enable and coordinate specific initiatives like the current $8.2M CFI project equipping our new Visual Neurophysiology Centre. A planned CFI grant to enhance capacities in human neuroscience investigation will expand and upgrade facilities in the Sherman-Neuroscience complex (e.g., Magnetic Resonance Imaging, electroencephalography, transcranial magnetic stimulation, body movement monitoring).

This ORU is central for the sustainability plan for *VISTA* whereby it becomes a cluster of related ORUs, supports the Faculties of Health and Science investments in neuroscience teaching, and would be central in the development of a Medical School. Finally, members of this group have proposed a trainee-focused Catalyst cluster entitled Translating Brain Signals Across Scales, Species, Sex, and Lifespan. CIAN will also function as a hub to:

- Help coordinate the use of major neuroscience facilities to obtain maximum productivity and fiscal sustainability
- Cooperate with Faculty partners to attract opportunities for advancement, e.g., to support neuroscience facilities and recruit research stars
- Provide the framework to support our members in all areas of neuroscience and help coordinate related ORUs for large scale neuroscience-focused initiatives
- Help attract top-quality faculty and post-docs who often self-identify first as neuroscientists
- Coordinate investigators for major funding opportunities and pursue programmatic funding for graduate trainees (see below).

Anticipated Sources of External Funding

Neuroscience is one of the best-funded areas in Canada and our plan is to aggressively pursue large-scale research and training grants and operate core support staff from CIAN. Also, CIAN, along with the Centre for Vision Research, and others, will be included in pursuit of the CFREF renewal, which will help to fund related research, staff, trainees, and events. An NFRF neuroscience grant based on the current internal cluster grant submission is also planned. Likewise, our past success with CIHR training grants (n = 1) and CREATE grants (n = 3) bodes well for future success in training grants sponsored by *CIAN*. As in the current CFREF grant, we will encourage building transdisciplinary collaboration, translational activities, and partnerships into these grants to realize the central mission of *CIAN*. We also do not overlook the prospect that a named centre may be appealing to donors. Advancement is aware of this.

Plan for Enhancing the Training Environment

CIAN will also play a major role in promoting experiential education at York. The prestige and visibility of a research centre will attract more and better students to York's nascent Neuroscience Undergraduate Program. Our website will help students identify opportunities for undergraduate thesis, independent study, NSERC USRA, Research at York, and work-study opportunities and will help to attract high-quality graduate students. CIAN will provide an administrative home for neuroscience staff, post-docs, and the current graduate diploma program. We will have the opportunity to expand on the graduate student Neuroscience Day and coordinate with other programs such as Clinical Neuropsychology and Cognitive Science for a broader community experience. Our partnerships will help provide internships, for example through the MITACS program. All trainees (undergraduate, graduate, post-doctoral) will be able to participate in student-led workshops, seminars, and conferences as attendees and

presenters. CIAN will happily provide a home for York's undergraduate and graduate neuroscience associations. Finally, we will form a sub-committee to investigate and implement a stand-alone graduate program, where students can TA in the undergraduate neuroscience program or through participating faculty departments. And as noted above, students and post-docs will participate on our leadership committee.

Plan for engaging in knowledge transfer or knowledge mobilization

The ORU will support a neuroscience seminar series, workshops, and a biannual international conference in rotating neuroscience themes, and help coordinate and advertise relevant seminars from other units. It will promote a sense of community through social events, e.g., neuroscience virtual cafes, while COVID-19 restrictions remain, and later post- seminar receptions, and purely social events. CIAN will be a hub for public outreach through knowledge mobilization, e.g., 'Let's talk Science', Public Seminars, and engaging academic and non-academic research partners in Health, Industry, and Government. *CIAN* will serve knowledge mobilization through its website, media releases, and social media.

Expectations, Projected Deliverables and Evaluation Metrics

Within one year of inception, it is expected that CIAN will have engaged its initial faculty membership (already over 40), an efficiently functioning executive committee that meets monthly, a web-site, an administrative centre with support staff, a vibrant seminar series, a positive contribution to York's ongoing neuroscience-related initiatives (the current CFI in neurophysiology, cluster grants, undergraduate and graduate training programs) a strong presence in the Sherman / Neuroscience building complex and across campus, a growing national presence, and its first submitted research grants. Subcommittees (training, partnership, EDI) will be populated, and the training committee will start investigating the creation of a new Neuroscience graduate program. It will investigate external partnerships (some in place already through VISTA and other programs). CIAN will establish an annual business meeting / scientific retreat with its membership, and twice per year the executive will meet with VPRI representatives, Faculty ADRs and associated ORU Directors for scientific strategy planning. CIAN will contribute significantly to the new VISTA program and potentially new CFREF funding.

Within 5 years, it is expected that CIAN will have grown to a membership of over 50 faculty, a sustainable budget, and will have attained a reputation for research excellence and training across Canada. CIAN will have brought together transdisciplinary teams of researchers to organize, secure and administrate major research funding such as NSERC/CIHR Training grants, CFI, NFRF, and CFREF. With faculty partners, it will have established a stand-alone neuroscience graduate degree program. It will have played a major role in attracting top quality undergraduate students, graduate students, and faculty to York University. It will have assisted in the creation of resources (including space) for faculty and student members. It will have established collaborations with academic and non-academic partners.

Annual Reporting

In addition to requesting member CVs each year, CIAN will gather Key Performance Indicators (KPIs) online, based on a simplified version of the VISTA KPI system, but geared toward neuroscience. These KPIs will not be used to evaluate individuals, but instead will be used for aggregate data. A baseline will be established in the first year, based on the following training and research KPIs:

Training
- Number of undergraduate students engaged in neuroscience research
- Number of master's Students engaged in neuroscience research
- Number of PhD Students engaged in neuroscience research
- Number of Post-Docs engaged in neuroscience research
- Number of graduate students co-supervised by more than one member
- Number of external Grad Student Awards
- Number of external post-doc Fellowships
- Number of graduates continuing in higher training positions
- Number of graduates continuing to full time positions.
- We will also report on progress made toward a graduate program in neuroscience

Research Intensity and Collaboration
- List new grants related to Neuroscience
- Total amount of TriCouncil grant funding in past year
- Grand Total Amount of External Funding in past year
- Number of Refereed Papers published
- Number of co-authored papers between members
- Number of co-authored papers with external authors
- H-index
- Citations over past 5 years (from google)
- Number of PI's Invited (external) Presentations
- Number of non-academic collaborations (hospital, industry, NFP, government)
- Number of national/international awards

Our goal for the five-year mark will be to obtain at least a mean increase of 25% across each of these two categories (Training and Research).

7. Resource Commitments

VPRI

The Office of the VPRI will ensure CIAN has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will fund a) 1 Director course release, and 1 stipend and benefits as mandated by the Collective Agreement (subject to permissions from Faculty Deans and the Provost). b) up to $40,000 (including benefits and subject to annual budgetary constraints) per year in support of a Coordinator, based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services. VPRI will provide 50% of the additional cost for a fulltime coordinator (up to $35,000/yr.) for at least the first 2 years of the charter and up to 5 years if CIAN is unable to raise the funds for the continued fulltime role; c) $2000 discretionary operating funds; d) $10,000/yr. for events for at least the first 2 years of the charter and up to 5 years if CIAN is unable to replace these funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, CIAN will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CIAN. However, as CIAN continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw $1 of core operating support (over and above the $2000 annual contribution) for every $2 of net new overhead funding CIAN receives. Revenue generated from new endowments should also be used to offset costs where appropriate. The terms above are subject to CIAN meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead and Participating Faculties

The Lead and Participating Faculties commit to contributing to discussions on how to enable CIAN's research success in areas including membership, strategic research development, leadership of CIAN, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

8. PIER

The Centre for Integrative and Applied Neuroscience commits to consult and incorporate recommendations from the Plan for the Intensification and Enhancement of Research (PIER) into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

CIAN Director / committee chair (currently Doug Crawford, Psychology)
CIAN Associate Director / committee vice Chair (Shayna Rosenbaum)
Director, MRI Facility
Director, Neurophysiology Facility
Undergraduate Neuroscience Coordinator
Graduate Neuroscience Diploma Coordinator
Three additional members appointed to chair subcommittees and provide diversity Computational, Molecular, and/or underrepresented Faculties.
A junior (assistant professor) faculty member
A trainee representative (to be nominated by member lab trainees)
Non-voting: an Associate VPRI to liaison with VPRI office.

Appendix 2 – Proposed Members of the Advisory Board

Jonathan Cohen, M.D., Ph.D. Robert Bendheim and Lynn Bendheim Thoman Professor in Neuroscience and Professor of Psychology Founding co-director of the Princeton Neuroscience Institute, Princeton University
Melvyn A. Goodale, University Professor, FRSC, Dept Psychology Western University Founding Director of the Western Brain and Mind Institute
Yves De Koninck, FCAHS, FRSC, Professor of Psychiatry and Neuroscience at Université Laval. Scientific Director of the Institut Universitaire en Santé Mentale de Québec, Chair Canadian Brain Research Strategy (CBRS), past President CAN-ACN
Judy Illes, CM, PHD, FRSC, FCAHS, is Professor of Neurology and Canada Research Chair in Neuroethics at the University of British Columbia. She is Director of Neuroethics Canada at UBC and Vice Chair CBRS
Gordon Binsted, Professor in the School of Health and Exercise Science UBC; Dean in the Faculty of Health and Social Development since 2011.
Michele Basso, Professor of Neurobiology UCLA and incoming Director, Washington National Primate Research Centre

YORK U

UNIVERSITÉ
UNIVERSITY

**OFFICE OF
THE VICE-
PRESIDENT,
RESEARCH &
INNOVATION**

5th FLOOR KANEFF
TOWER
4700 KEELE ST
TORONTO ON
CANADA   M3J 1P3

May 30, 2022

Professor Dasantila Golemi-Kotra
Chair, APPRC ORU Subcommittee
Associate Professor, Department of Biology, Faculty of Science

Dear Professor Golemi-Kotra,

The commitment regarding space for the Centre for Integrative and Applied Neuroscience is detailed below. We also confirm that the building referenced in the Terms & Expectations document is referring to the Sherman Extension.

The Office of the VPRI, in collaboration with the Faculties, commits to providing appropriate space for the ORUs to carry out research activities. We await the completion of construction projects and a hybrid work policy which will have space implications across campus and determine how space is assigned to ORUs. The VPRI and relevant Faculties will work in partnership to ensure that a suitable space can be found, and commit to the following in the interim:

· The VPRI will provide a workspace for the ORU coordinator (if wanted) until such time that a suitable space for the ORU is located and/or completed. The allocations may be shared to accommodate a hybrid work model;

· The VPRI will provide access to the following common spaces for research collaboration, noting that booking is through vrpibook@yorku.ca: YL 280A, YL 280N, YL 305, KT 626, KT 519;

· The VPRI will provide access to a 1000-person webinar license for online research collaboration, noting that booking is through tpoll@yorku.ca;

· The Lead Faculty and/or Faculty of the Charter proponents will continue providing faculty, researchers, administrators and/or students associated with the ORU use of their current workspaces and/or research spaces until such time that suitable space for the ORU is located and/or completed. VPRI will inform the relevant Faculties once a suitable space is available;

· The VPRI and Faculties will work together to find suitable space for the ORU that is appropriate to research needs. Faculty members seeking office space in the ORU space will be required to vacate their currently occupied Faculty office once suitable space is found.

Sincerely,

Jennifer Hyndman
Associate Vice President, Research & Innovation

Institute for Technoscience and Society
Institutional-based Organized Research Unit

Terms and Expectations
2022 – 2027 Charter

1. Mandate

The Institute for Technoscience and Society (ITS) will be a global hub of critical and interdisciplinary research and knowledge mobilization on the relationship between technoscience and society, especially the configuration of social power underpinning scientific claims, medical practices, emerging technologies, and sites of innovation. York has one of the largest concentrations of and internationally renowned experts working on these important societal issues and the ITS will support these researchers as they promote socially responsible and inclusive technoscience.

2. Lead Faculty

As the Lead Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of ITS in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

This support includes promoting membership in the ORU, supplying a decanal representative to serve as Vice Chair of the Institute's Board and facilitating selection and approval of Directors as warranted. The Lead Faculty further agree to integrate ITS's objectives into their strategic research planning and to champion the development of the ORU as a cornerstone of interdisciplinary research activity in the areas of the Faculty's mandate. Development of ITS will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, **the Faculty of Environmental and Urban Change**, **the Faculty of Science, the School of the Arts, Media, Performance & Design, and Glendon College** agree to play a supportive role in promoting the development of ITS and to provide a representative to its Board.

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4. Board

The Board for ITS has the responsibility of oversight and regular review of the ORU's progress against the expectations detailed below. The Board is expected to champion the Institute with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the ORU achieve its objectives. Composition of the Board normally will be as follows:

a. VPRI (or designate), Chair
b. Dean (or designate) Faculty of Liberal Arts and Professional Studies, Vice Chair
c. Associate Dean (or designate), Faculty of Science
d. Associate Dean (or designate), Faculty of Environmental and Urban Change
e. Associate Principal (or designate), Glendon College
f. Associate Dean (or designate), the School of the Arts, Media, Performance & Design
g. Graduate Program Director, Graduate Program in Science and Technology Studies

The Board may consult with the Executive or other governance or advisory bodies established by the ORU but is not intended to replace or take over the functions of those bodies.

5. Directorship

The Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation of the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically 5-years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

6. Objectives and Expectations, 2022 - 2027

General nature of the research program to be pursued through the ORU

As our societies have become increasingly *technoscientific*, the need for research on the societal implications of and engagement with technoscience has grown and this ORU will contribute to that important societal need. The ORU will critically explore ways that science, technology, and innovation – or 'technoscience' – can cause significant society problems – like discrimination, inequality, and marginalization – and ways to counter these challenges by supporting responsible and inclusive technoscientific innovation and design. The ORU starts from this premise by asking challenging questions of science, technology, and innovation. If our futures are technoscientific, then what sorts of technoscientific futures should we make? How *do* we and how *should* we understand both the benefits and problems that arise from technoscience? We desperately need new and improved analytical tools to answer these sorts of questions,

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as well as new empirical insights into the changing technoscientific world around us. The ORU aims to generate these much-needed tools and insights.

Proposed Research Program

The ORU will be open to a wide range of research topics and will not focus on a particular type or form of science or technology; it will be a centre for interdisciplinary and critical studies of science, technology, and innovation. The ORU will be organized as four Thematic Clusters reflecting current scholarly, policy, and public concerns:

- **Technoscientific Injustices**: there is an enormous amount of interest in the implications of emerging technoscience, whether it is algorithmic systems, biotechnologies, low-carbon technologies, or environmental services. Technoscience is not neutral, and this Thematic Cluster will focus on the social inequities that come with new technoscience and ways to resolve these injustices (e.g., algorithmic and digital technologies that reinforce social, racial, and gender stereotypes).

- **Technoscientific Economies**: technoscience is thoroughly entangled with our economies, incentivizing the development of certain technologies at the expense of others (e.g., autonomous vehicles over public transit). This Thematic Cluster will focus on the ways that economic processes shape technological innovation and how technologies shape the economy.

- **Technoscientific Pasts & Futures**: understanding the future of technoscience and society is bound up with understanding our technoscientific pasts. It is important to learn from the history of science, technology, and innovation to find ways to develop more inclusive and sustainable technologies (e.g., low-carbon technologies that reduce climate emissions). This Thematic Cluster will focus on connecting technoscientific histories with their hopeful futures.

- **Technoscientific Bodies & Minds**: how we understand health and illness is defined by technoscience; they reframe our understandings of health risks, diseases, and healthcare delivery. Much of this reflects existing social divisions. This Thematic Cluster will focus on the ways that technoscience interacts with our bodies and minds to explore how biomedical knowledge and materialities are socially produced (e.g., understandings of neurological disorders within a social model of disability that identifies how the socio-material context can be changed, rather than individual capacity).

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Anticipated Sources of External Funding

ITS will derive its external funding from: Canadian research councils (e.g., SSHRC),

international research schemes (e.g., Open Research Area scheme), and other funding entities (e.g., Canadian Internet Registration Authority). To facilitate research applications, the ORU will organize regular workshops on: (1) grant writing by successful grant applicants; (2) networking to bring together potential collaborators; and (3) stakeholder engagement to connect non-academics with ORU members. This support will provide targeted advice for grants specifically on technoscience and society. A final source of finance will be from national and international foundations and private funders; there is significant interest in research on technoscience and society, so the ORU Director will work with Advancement to attract an endowment to support the ongoing work of the ORU beyond the first 5-year period.

Plan for Enhancing the Training Environment

York has an internationally recognized Graduate Program in Science & Technology Studies, which has just gone through a major restructuring and relaunch in 2021. York has significant intellectual strength in technoscience and society which the proposed ORU builds on and will strengthen by providing more research opportunities for graduate students and early career researchers (ECRs). In the first 5-year period, we want to develop a certificate program for graduate students on "Social & Policy Implications of Science & Technology." The eventual aim would be to run this as a Continuing Professional Development certificate that graduate students and others can take. Furthermore, ITS would include research webinars by international researchers; a stakeholder seminar series bringing in non-academics to discuss their experiences; a Summer Institute in Technoscience & Society that can be taken for credit by York students but will be open to others; and a Visiting Graduate Student exchange scheme linking with other research centres around the world.

Plan for engaging in knowledge transfer or knowledge mobilization

Members of the ORU already bring a wealth of collaborative and individual capacities for knowledge mobilization and transfer, including: (1) membership of academic journal editorial boards; (2) editorship of major, international journals; and (3) editorship of book series published by Toronto and Pittsburgh Presses. ITS will build on these capacities to become the hub of Canadian and global research on technoscience and society, considering the strength, depth, and spread of research at York. To support this goal, the ORU will establish a number of knowledge mobilization activities, including: (1) Canadian Science, Technology & Society Network; (2) Stakeholder Seminar Series to bring non-academics into conversation with researchers at York; (3) Research Cluster webinars to support global scholarly debate and global collaboration; (4) Public & Policy Briefing Paper series designed specifically for diverse audiences; (5) annual Summer Institute on

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Technoscience & Society for graduate students and ECRs; and (6) annual conference or workshop funded by a SSHRC Connection Grant that graduate students, ECRs, and faculty work on collectively together.

Expectations, Projected Deliverables and Evaluation Metrics

Expectations	Deliverables	Evaluation Metrics
Organization - Set up the governance structure of the ORU	*Organization* - Establish Committees - Create governance document - Annual reporting - Annual ORU meeting	*Organization* - Committees created (Y1) - Governance document created (Y1) - Annual reports written (Y1-5) - Annual ORU meetings held (Y1-5)
Grow ORU membership - Full Members (York faculty): increase membership to 50 faculty members across - Other Members (non-York faculty): increase membership to 20 faculty from outside York (in Canada or overseas) *Grow ORU Membership* - Early Career Researcher Members: increase membership to 20 graduate students and postdoctoral fellows	*Grow ORU Membership* - ORU website - ORU social media accounts: Twitter, Instagram - Establish Canadian Science, Technology & Society (CSTS) listserv - Publicize ORU through regular YFile stories research and activities	*Grow ORU Membership* - Website created (Y1) - Social media accounts created (Y1) - CSTS listserv created (Y1) - Publish 4-research through YFile articles per year (Y1-5)
Research Organization - Setup four Thematic Clusters	*Research Organization* - Recruit 'Research Leaders' for the four Thematic Clusters - Recruit prospective members to the Thematic Clusters	*Research Organization* - ORU Director organizes a Thematic Clusters coordination meeting (Y1) - Each Thematic Cluster Leader organizes minimum of two Cluster meetings (1Y)

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Expectations	Deliverables	Evaluation Metrics
Thematic Clusters - Build research community based on Thematic Clusters - Build publishing culture based on Thematic Clusters	*Thematic Clusters* - Each Cluster establish regular research forum - Each Cluster establish research publishing outlet	*Thematic Clusters* - Each Cluster organizes regular research events (Y1-5) - Each Cluster publishing working papers (or similar) (Y1-5)
Financial Sustainability - Secure external endowment funding (end of Y5) - Increase external research grant applications by faculty members (SSHRC, NFRF, CIHR) - Increase external scholarship applications by graduate student members - Increase events funding through grants	*Financial Sustainability* - Work with Advancement to secure funding from foundations - Grant writing workshop per year for faculty - Faculty support for rant applications - Support scholarship writing and applications of graduate students - SSHRC Connection Grant Application	*Financial Sustainability* - Contact 1-2 foundations per year (Y1-5) - Run 1 grant writing workshop per year for faculty (Y1-5) - Assist 4-5 faculty to apply for grants per year (Y2-5) - Run 1 scholarship writing workshop per year for graduate students (Y1-5) - Run SSHRC Connection Grant writing workshop per year (Y1-5)
Visiting Researchers - Establish & publicize Visiting Scholar scheme - Establish & publicize Visiting Graduate Students scheme - Seek funding for Visiting Researchers schemes	*Visiting Researchers* - Explore external funding options for Visiting Researchers schemes - Annual Visiting Scholars at York - Annual Visiting Graduate Students to York	*Visiting Researchers* - Discussion with York Advancement Office to explore external funding options for Visiting schemes (Y1) - Attract 1 Visiting Scholar application per year (Y2-5) - Attract 1-2 Visiting Graduate Students per year (Y2-5)
Events & Dissemination - Assist graduate students in organizing annual conference - Create intellectual space for engagement	*Events* - Establish Stakeholder Seminar Series - Establish Thematic Cluster international webinar series	*Events* - Hold 4-5 events in Stakeholder Seminar Series per year (Y1-5) - Hold 4-5 Thematic Cluster international

Expectations	Deliverables	Evaluation Metrics
with stakeholders - Build international profile for research - Support intellectual environment for graduate students - Regularly disseminate excellent research	- Support annual Graduate student conference (internal & external) - Organize annual research workshop (internal & external)	webinars per year (Y1-5) - Hold 1 graduate student conference per year (Y1-5) - Hold 1 annual research workshop per year (Y1-5)
National & International Reputation - Build reputation for contribution to public, policy & stakeholder debates - Build international awareness and networks - Support researchers to engage in public debate and discussion - Encourage media engagement by researchers	*National & International Reputation* - Create network of Canadian research centres - Connect with learned societies (e.g., 4S, EASST, AsSIST, etc.) - Connect with international science, technology & society networks *National & International Reputation* - Set up Public & Policy Briefing Series to disseminate research - Support knowledge mobilization efforts	*National & International Reputation* - Contact Canadian research centres (Y1) - Contact learned societies (e.g., 4S, EASST, AsSIST, etc.) (Y1-2) - Contact 4-5 international science, technology & society networks per year (Y1-3) *National & International Reputation* - Publish 4-5 papers in Public & Policy Briefing Series to disseminate research per year (Y2-5) - Run 1 media/popular writing workshop per year (Y2-5)

7. Resource Commitments

From VPRI's Office

The Office of the VPRI will ensure ITS has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. The VPRI will support development of Directors in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

The VPRI will fund a) One Director course release, and stipend and benefits as mandated by the YUFA Collective agreement b) up to $40,000 (including benefits and subject to annual budgetary constraints) per year in support of a Coordinator, based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services; and c) $2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, ITS will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through the ORU. However, as ITS continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions at a 2:1 ratio. That is, VPRI will withdraw $1 of core operating support (over and above the $2000 annual contribution) for every $2 of net new overhead funding ITS receives. Revenue generated from new endowments should also be used to offset costs where appropriate. The terms above are subject to the ORU meeting its ongoing responsibility to make in good faith concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: The VPRI's resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

8

Lead and Participating Faculties

The Participating Faculties commit to contributing to discussions on how to enable the Institute's research success in areas including membership, strategic research development, leadership of the ORU, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

8. PIER

ITS commits to consult and incorporate recommendations from the Plan for the Intensification and Enhancement of Research (PIER) into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

Kean Birch, ITS Director
Eric Kennedy, Assistant Professor, LA&PS
Bernard Lightman, Distinguished Research Professor, LA&PS
Alison Harvey, Assistant Professor, Glendon
Helene Mialet, Professor, Science
Mike Pettit, Professor, Health
Melanie Baljko, Associate Professor, Lassonde
Early Career Researcher representative (e.g., PhD or Postdoctoral)

Appendix B – Proposed members of the Advisory Board

Sergio Sismondo, Professor, Queen's University
Michelle Murphy, Professor & CRC, University of Toronto
Kelly Bronson, Associate Professor & CRC, University of Ottawa
Jonathan Roberge, Professor & CRC, INRS
Joan Fujimura, Professor, University of Wisconsin-Madison
Ulrike Felt, Professor, University of Vienna, Austria

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York Emergency Mitigation, Engagement, Response, and Governance Institute

Institutional-based Organized Research Unit

Terms and Expectations
2022 – 2027 Charter

1. Mandate

The York Emergency Mitigation, Engagement, Response, and Governance Institute (Y-EMERGE) will transform the way societies understand, conceptualize, analyze, manage, and govern crises, disasters, and emergencies. Through fostering interdisciplinary collaborations; growing close partnerships with practitioners, communities, industrial and government organizations; intensifying knowledge mobilization; and supporting trainees and early career scholars, Y-EMERGE will contribute to a safer, more resilient, and more equitable society. Y-EMERGE emphasizes community-engaged scholarship, real-world and need-driven research, and evidence-based training to support current and future disaster and emergency management leaders.

2. Co-Lead Faculties

As the Co-Lead Faculties, the Faculty of Liberal Arts and Professional Studies and the Faculty of Science agree, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of Y-EMERGE in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

This support includes promoting membership in the Institute, supplying a decanal representative to serve as Co-Vice Chairs of the Institute's Board and facilitating selection and approval of Directors as warranted. The Co-Lead Faculties further agree to integrate Y-EMERGE's objectives into their strategic research planning and to champion the development of the Institute as a cornerstone of interdisciplinary research activity in the areas of each Faculty's mandate. Development of Y-EMERGE will be considered appropriately into the Faculties' strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As a Participating Faculties, the **Faculty of Health**, the **Faculty of Environmental and Urban Change**, and the **Lassonde School of Engineering** agree to play a supportive role in promoting the development of the Institute and to provide a representative to its Board.

4. Board

The Board for the Institute has responsibility for oversight and regular review of the Institute's progress against the expectations detailed below. The Board is expected to champion Y-EMERGE with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the Institute achieve its objectives. Composition of the Board normally will be as follows:

a. VPRI (or designate), Chair
b. Associate Dean (or designate) Faculty of Liberal Arts & Professional Studies, Co-Vice Chair
c. Associate Dean (or designate), Faculty of Science, Co-Vice Chair
d. Associate Dean (or designate), Faculty of Health
e. Associate Dean (or designate), Lassonde School of Engineering
f. Associate Dean (or designate), Faculty of Environmental and Urban Change

The Board may consult with the Executive or other governance or advisory bodies established by the Institute but is not intended to replace or take over the functions of those bodies.

5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation of the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically 5-years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

6. Objectives and Expectations, 2022 - 2027

General nature of the research program to be pursued through the ORU

Y-EMERGE will build on York's exceptional expertise to develop, grow, and sustain transformative and multidisciplinary research and teaching in transformative disaster risk reduction, emergency preparedness, response, and recovery. Y-EMERGE will bring together a wide variety of disciplines, including mathematical modelling, social and behavioural study, geospatial technology, artificial intelligence, participatory research, the humanities and social sciences, health, natural sciences, and law. Y-EMERGE will foster strong relationships with governmental agencies, stakeholders, and communities beyond the campus, emphasizing research and training opportunities that contribute to community and organizational resilience.

Proposed Research Program

To facilitate effective collaboration, training, research, and partnership building within Y-EMERGE, the ORU will have a structure of eight initial working groups (WGs). These WGs indicate areas of significant expertise and identify Y-EMERGE's mission and capacity to outside stakeholders. The WGs also facilitate community and mentorship within the ORU, serve as anchors for collaborative research, and provide help to new members and trainees to develop meaningful relationships and integration.

At a minimum, each WG will meet four times per academic year to discuss research projects, introduce and integrate new members into activities, and to identify granting, research, and training opportunities. Y-EMERGE members should ideally be part of 1 or 2 WGs, and under no circumstances may be part of more than 3, in order to ensure full commitment and meaningful investment within each WG community. Members are expected to attend WG meetings and participate actively in research and training initiatives within the area. All WGs are expected to have an active agenda related to fundamental and applied research as well as knowledge mobilization and community/stakeholder engagement.

Each year, the Executive Committee will reassess the suitability of WGs, adapting, adding, and winding down as needed for the overall mission. In addition, the Executive Committee will ensure equity among areas of expertise in the natural sciences, social sciences/humanities, and knowledge mobilization/community engaged scholarship, including as applied to the number and subjects of WGs, leadership of WGs, and allocation of ORU resources (including funding, traineeships, directorships, and staffing). Initial WGs will include:

Prediction, Simulation, and Modeling (PSM): Effective disaster and emergency management relies on reliable foresight, from computational models to machine learning to working with community stakeholders. The PSM WG is dedicated to advancing the practices of scenario-based modeling, simulation, forecasting, and anticipation related to disasters and their management processes.

Social, Psychological, and Behavioural (SPB): Disasters are fundamentally human; even the most technical interventions require deep understanding of communities and processes of uptake. The SPB WG focuses on topics related to the social, psychological, and behavioural dimensions of disasters, including decision-making, trauma, culture, behavioural and political economics, and social-spatial factors, among other topics.

Ecological, Biological, Physical, and Engineered Systems (EBPE): Adopting a systems approach, the EBPE WG explores natural science and engineered dimensions of crises, including their relationship to broader political economic structures. By adopting a transformative, transdisciplinary approach, this WG seeks to break free from traditional silos in our understanding of the disaster's scientific and technical dimensions – and strives for opportunities to build more robust and resilient systems.

Governance, Policy, Evidence, Ethics, and Law (GPEL): The GPEL WG investigates the policy and institutional dimensions of emergencies, as well as processes of knowledge synthesis and evidence-based decision-making. The WG also addresses issues related to the ethical & legal dimensions of emergencies, including implications for socio-economic inequality. It considers past, present, and future emergencies with a broad disciplinary lens.

Digital Tools & Platforms (DTP): The DTP WG studies how digital tools are used, contribute to, and help to manage disasters and emergencies. It also serves to create platforms – such as tools for Emergency Operation Centers (EOCs), data dashboards, artificial intelligence applications, situational monitoring technologies, and public-focused apps – that support disaster management and community and organizational resilience.

Community Engagement & Inclusive Research (CEIR): Disasters have often been managed in highly centralized, top-down ways that can adversely affect communities. The CEIR WG is focused on improving mechanisms for community engagement and the inclusion of public voices in disaster management governance, including with relationship to the distribution of resources. Moreover, it also seeks to foreground aspects of equity, diversity, and inclusion across all aspects of crisis research and practice.

Emergency Support & Rapid-Response (ESR): The ESR WG focuses on providing and improving real time responses to evolving emergencies. Activities of the ESR WG include providing EOC capacity in ADERSIM and facilitating real-time decision-support and advice for policy-makers and media from experts across the ORU.

Training, Education, and Mentorship (TEM): Through academic & practitioner training (e.g., training in the ADERSIM facility, workshops, summer schools, online courses, in-situ mentorship) and evidence-based pedagogical research and internship, the TEM WG will advance the theory and practice of disaster and emergency training and support the training needs of the next generation of emergency management leaders.

Importantly, these WGs provide 'grassroots' communities for likeminded interests – but the role of Y-EMERGE as a whole is to develop coherence between them. The ORU's activities (e.g., seminars, conferences, and grant applications), infrastructure (e.g., a journal, research supports), and training programs (for both academics and practitioners) span and integrate these areas by drawing on members of *all* WGs. In turn, these activities are designed to enable collaborative approaches to grant applications, media outreach, and knowledge mobilization. In other words, Y-EMERGE will function as a hub, bringing together university expertise to develop collaborations among these eight WGs; to mobilize multidisciplinary responses to emerging crises; and supporting training through a transformative approach.

Anticipated Sources of External Funding

Y-EMERGE is designed to leverage the individual strengths of researchers and research groups, generating multiplicative advantage in pursuing crisis-related research funding opportunities. In turn, a dedicated ORU is critical to provide the infrastructure, support and resources to help cross-disciplinary silos generate productive new research relationships and collaboration, and enable rapid response to emerging opportunities for knowledge mobilization and external funding supports.

The researchers behind Y-EMERGE are already pursuing several avenues to fund Y-EMERGE research and training within the next 1-2 years. Over a longer period (e.g., 3-5 years and beyond), Y-EMERGE is planning to target additional funding opportunities. Beyond traditional tri-council and research infrastructure funding, members have active connections with government agencies (e.g., PHAC, PSC, GAC, PHO, CFS), foundations, non-governmental organizations (e.g., IRDC, Wellcome, IAEM), and industrial partners (e.g., IBM, HydroOne, Sanofi Pasteur, Mitacs programs). The vision is to develop a robust funding ecosystem of both traditional academic and partnership-oriented funding.

Plan for Enhancing the Training Environment

Y-EMERGE has an ambitious training program for undergraduate students, graduate students, postdoctoral fellows, and practitioners alike. This agenda includes training within the trainee's primary WG; a series of summer schools and workshops to support training and support for conducting research, publishing, and presenting at international meetings. Y-EMERGE will also create possibilities for significantly enhanced interdisciplinary mentorship through cross-WG collaboration. Y-EMERGE will also conduct training for practitioners, including through drills and simulations.

Plan for engaging in knowledge transfer or knowledge mobilization

Y-EMERGE is committed to knowledge mobilization, translation, and synthesis. Two WGs (Governance, Policy, Evidence, Ethics, and Law; Emergency Support and Rapid Response) are dedicated to providing real-time decision support and supporting policy makers. In addition, a wide variety of outreach efforts, from public seminars and newsletters to evidence synthesis, to journalistic engagement will further enhance this commitment.

Expectations, Projected Deliverables and Evaluation Metrics

Y-EMERGE is designed to facilitate an ambitious agenda of research, teaching/training, and community engagement. To do this, Y-EMERGE will build upon its members' already productive culture of traditional academic outputs (e.g., publications, reports), broader impacts (e.g., government advising, community engagement, media engagement), and solution creation (e.g., digital tools, decision support systems, and other innovative projects). The structure of Y-EMERGE is designed to be flexible and collaborative. The

eight WGs provide a location for collaboration and relationship building within thematic areas. Each WG will maintain an active calendar of meetings (at least four per year), trainee support, and research activities (e.g., grants, projects, publications). However, the overall ORU's activities are designed to foster deliverables and outputs that integrate different WGs in innovative and interdisciplinary ways.

To do this, several ORU-wide deliverables will be supported, engaging members from all WGs:

- An ongoing, cross university seminar series to curate an ongoing conversation related to the themes of Y-EMERGE research;
- At least one annual conference, drawing from the WG areas of expertise/disciplinary specializations;
- Establishing a strong, multidisciplinary program for placing students in internship, co-op, and experiential educational opportunities;
- Establishing a set of national and international exchange programs for trainees, researchers (to and with other institutions, and into practical roles), and practitioners (as Professional Fellows in the Institute) alike;
- Quarterly public newsletters and an active web and social media presence.

Y-EMERGE will support various grant applications, including those that fall within the domain of a single WG, those that involve collaboration across many WGs, and those that include partnerships between the different Y-EMERGE-affiliated Research Initiatives. Through this whole-ORU approach, Y-EMERGE will be increasingly competitive for large-scale infrastructure and research/training funding opportunities. Y-EMERGE also emphasizes collaboration with private sector organizations and industrial partners and engagement through programs like Mitacs.

Several WGs will also facilitate additional deliverables and activities that involve participation and engagement from members of *all* WGs. For example:

- The **Training, Education and Mentorship** WG will lead
  - At least one annual 'summer school,' run on a rotating series of topics representing the range of ORU activities for various audiences (e.g., trainees, researchers, practitioners);
  - At least one annual 'workshop,' consisting of short, intense engagements around a variety of methods, issues, or topics.
- The **Emergency Support and Rapid Response** and **Training, Education and Mentorship** WGs will organize
  - At least one annual simulation, scenario, and/or drill-based training for practitioners
- The **Emergency Support and Rapid Response** WG will
  - Maintain standing capacity for supporting rapid spin-up operations to support emerging threats and crises, as identified by the Executive Committee

- The **Community Engagement & Inclusive Research** WG will
    - Organize at least one annual "transformative change" workshop, engaging a range of community members, stakeholders, practitioners, and others in helping to identify priority research topics and engage with ongoing Y-EMERGE projects.
    - Create a network of partnerships with community organizations, NGOs, and other networks working on Y-EMERGE's mandate topics.

Y-EMERGE will also serve as a 'big tent' to help foster exchange and collaboration between many Research Initiatives, each of which will engage in its own active research, teaching, and engagement agendas. Inaugural RIs include ADERSIM, the Africa-Canada Consortium, OMNI, MfPH, the Dahdaleh Institute, and several research labs (e.g., CEMPPR, EMforAll, SpEAR).

Over the medium to long-term, Y-EMERGE will also explore further opportunities for impact in conjunction with other York partners including CIFAL. For instance, we will explore opportunities to conduct more formal training, diplomas, or certificates for professionals in the field.

Over the medium to long-term, Y-EMERGE's success will be measured through:

- A track record of meaningful, impactful scholarship in exceptional academic outputs;
- A demonstrated pattern of impact in government decision-making and journalistic impact;
- An established, well-supported community of trainees and graduates working across academia and practice;
- Strong and equitable co-creation partnerships with communities and organizations.

Overall, this will establish Y-EMERGE's role as a recognized global leader in transforming disaster research, practice, and training.

7. Resource Commitments

VPRI

The Office of the VPRI will ensure Y-EMERGE has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will fund:

a. 1 Director course release, and stipend and benefits as mandated by the Collective Agreement. VPRI will provide support for 2 Associate Directors for 2 years with the expectation that Y-EMERGE will fund these positions after that time

b. up to $40,000 (including benefits and subject to annual budgetary constraints) per year in support of a Coordinator, based on average Coordinator salary and benefits, whose primary role is to provide appropriate research support services. In addition, VPRI will cover the cost of a full-time coordinator for the first 2 years of this charter only (additional $45,000 maximum/yr. for 2 years); and

c. $2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the fullest extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, Y-EMERGE will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through Y-EMERGE. However, as Y-EMERGE continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw $1 of core operating support (over and above the $2000 annual contribution) for every $2 of net new overhead funding Y-EMERGE receives. Revenue generated from new endowments should also be used to offset costs where appropriate. The terms above are subject to Y-EMERGE meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Note: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead and Participating Faculties

The Lead and Participating Faculties commit to contributing to discussions on how to enable Y-EMERGE's research success in areas including membership, strategic research development, leadership of Y-EMERGE, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

8. PIER

Y-EMERGE commits to consult and incorporate recommendations from the Plan for the Intensification and Enhancement of Research (PIER) into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

9. Appendices

Appendix A – Proposed Members of the Executive Committee

The Executive Committee will consist of several key ORU personnel, including:

- the Director (ex officio), initially Dr. Jianhong Wu;
- the Associate Directors (ex officio), initially Dr. Ali Asgary and Dr. Eric Kennedy;
- the leader of each working group (ex officio);
- the co-Chair of the Advisory Committee (ex officio), James Orbinski.

The Executive Committee will also have three elected roles, nominated and elected by the category of members that they each represent:

- a faculty member-at-large (one-year term);
- a trainee member-at-large (one-year term, rotating between undergraduate, graduate, and postdoctoral members); and
- a member-at-large representing the initiative members (one-year term, selected from the directors of member initiatives, with each initiative having one vote).

For the initial terms, the faculty member-at-large will be Professor Nirupama Agrawal; the trainee member-at-large will be Mahnaz Alavinejad; and the initiative member-at-large will be Professor Jude Kong (Director of the Africa-Canada Artificial Intelligence Consortium).

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May 30, 2022

Professor Dasantila Golemi-Kotra
Chair, APPRC ORU Subcommittee
Associate Professor, Department of Biology, Faculty of Science

Dear Professor Golemi-Kotra,

The commitments regarding ORU space and data management are detailed below.

Space
The Office of the VPRI, in collaboration with the Faculties, commits to providing appropriate space for the ORUs to carry out research activities. We await the completion of construction projects and a hybrid work policy which will have space implications across campus and determine how space is assigned to ORUs. The VPRI and relevant Faculties will work in partnership to ensure that a suitable space can be found, and commit to the following in the interim:
· The VPRI will provide a workspace for the ORU coordinator (if wanted) until such time that a suitable space for the ORU is located and/or completed. The allocations may be shared to accommodate a hybrid work model;
· The VPRI will provide access to the following common spaces for research collaboration, noting that booking is through vrpibook@yorku.ca: YL 280A, YL 280N, YL 305, KT 626, KT 519;
· The VPRI will provide access to a 1000-person webinar license for online research collaboration, noting that booking is through tpoll@yorku.ca;
· The Lead Faculty and/or Faculty of the Charter proponents will continue providing faculty, researchers, administrators and/or students associated with the ORU use of their current workspaces and/or research spaces until such time that suitable space for the ORU is located and/or completed. VPRI will inform the relevant Faculties once a suitable space is available;
· The VPRI and Faculties will work together to find suitable space for the ORU that is appropriate to research needs. Faculty members seeking office space in the ORU space will be required to vacate their currently occupied Faculty office once suitable space is found.

Data Management
We confirm that VPRI will provide basic data storage for institutional ORUs. Other data storage needs are written into grants and must follow the *Tri-Agency Research Data Management Policy*. We will add the following question to the charter application documents for any forthcoming charters/re-charters:

Discuss the ORU's data management plan noting that it must meet the Tri-Agency Research Data Management Policy (1 page max). How will data be stored at the ORU? Can data storage needs be met with existing infrastructure or are net new needs forecast? If so, how will data infrastructure be resourced?

Sincerely,

Jennifer Hyndman
Associate Vice President, Research & Innovation

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YORK U

Academic Unit Renaming Proposal: Department of STS

PROPOSAL:

The Department of Science and Technology Studies is proposing to change its name to:

The Department of Science, Technology and Society

CONTACT

Vera Pavri, Associate Professor, Chair, Department of Science and Technology Studies (pavri@yorku.ca or stschair@yorku.ca)

IMPLEMENTATION

The proposed name change will become effective immediately following Senate approval.

RATIONALE:

The Department of Science & Technology Studies is currently home to a general education program (the Division of Natural Science, or NATS) as well as the revised and newly named undergraduate program in Science, Technology and Society (formerly the Science and Technology Studies program).

The new department name will align with the new STS program name change which was passed in Senate in January 2022. The switch from '*Science & Technology Studies'* to '*Science, Technology & Society'* provides greater clarity for our research and undergraduate teaching which is the interdisciplinary study of relationships between science, technology and society. In addition, it is a more inclusive title, providing a clearly recognizable home for both our STS and NATS offerings. The new program name is also externally recognizable to other scholars in this field as many Departments around the world share similar titles (e.g., https://sts.cornell.edu/sites/sts/files/STS%20Programs%20Ver%20V.pdf).

The name of our general education program, the Division of Natural Science (NATS), will remain unchanged. Natural Science is a name that is readily recognized across the University and is synonymous with general education science for non-science students. At present, the association of NATS with the Department of Science and Technology Studies is unclear to many faculty, staff, and students within and outside the Faculty of Science. '*Science, Technology and Society'* is a name that better represents the department faculty complement and will remove the need for those who are 100% NATS to explain why they are in a department from a completely different discipline. Changing the department name will thus help minimize confusion, as '*Science, Technology and Society'* is a broader term that fits better with the existing NATS general education mandate. Exploring relationships between science, technology and society is also what many instructors teach in both NATS and STS courses.

The Department name change thus aligns the STS program name to the department name and reinforces the existing links between Natural Science and STS, while highlighting our Department's uniquely interdisciplinary nature via its home within the Faculty of Science and its inclusion of faculty from both science and STS disciplines. All STS faculty teach NATS courses. At the same time, some NATS-appointed faculty teach STS courses.

As shown by the Venn diagram below, the new Department title encompasses all of our general education course offerings in addition to our STS course offerings. In addition, we believe our new department name will enable further opportunities for NATS/STS collaborative program offerings, such as the Life in Space certificate currently being developed by colleagues.

Natural Science
(eg, NATS1575 Forensic Science;
NATS1690 Evolution;
NATS1740 Astronomy;
NATS1750 Earth & its Atmosphere;
NATS1940 Biodiversity and Conservation)

Natural Science ∩ Technology
(Eg. NATS1530 Spaceflight and Exploration;
NATS1720 Light and Sound;
NATS1830 Mysteries of Everyday Materials;
NATS1840 Science, Tech & the Environment)

Natural Science ∩ Society
(eg. NATS1560 Understanding Food;
NATS1810 Energy;
STS2010 History of Modern Science;
STS3750 Genomics and Society)

Technology ∩ Society
(Eg. NATS1700 Computers, Info & Society;
NATS1775 Technology and Civilization;
STS3600 Technological Failure;
STS3500 The Global Information Society)

Natural Science ∩ Technology ∩ Society
(eg, NATS1760 Science, Technology & Society;
NATS1945 Physics & Tech for World Leaders;
STS2411 Into to Science & Tech Studies;
STS2222 Exploring Gender in STEM)

Natural Science

Technology   Society

CONSULTATION

Our department has debated a name change ever since the 2018 STS curricular program review (CPR) committee recommended one in their report. A name change committee was set up in 2019 to discuss possible choices. After much discussion, colleagues agreed that *'Science, Technology and Society'* was the best name to represent the mandate of both STS and NATS program offerings. At our Department meeting on March 22 2022, attending members agreed to this department name change. Votes in favour were 9-1, with one abstention.

The department has consulted with the Provost's Office, Dean's Office, other Science Chairs and the STS Graduate Program about this proposed departmental name change. We have supporting letters (attached) from a number of parties including:

Lisa Philipps, Provost and Vice-President Academic

Rui Wang, Dean, Faculty of Science

Robert Tsushima, Chair, Biology

Patrick Hall, Chair, Physics and Astronomy

Stephen Watson, Chair, Mathematics

Denielle Elliott, GPD, STS Graduate Studies

Memorandum

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

4700 KEELE ST.
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provost@yorku.ca
yorku.ca

To: Brenda Spotton-Visano, Chair, APPRC

From: Lisa Philipps, Provost & Vice-President Academic

Date: May 2, 2022

Subject: Support for name change to Department of Science, Technology and
           Society, Faculty of Science

I write this letter in support of the proposed name change by which the Department of Science and Technology Studies, Faculty of Science, will become known as the Department of Science, Technology and Society.

This departmental name change will reflect the Senate-approved change of program name made in January 2022 from Science and Technology Studies to Science, Technology and Society. Aligning the department name with the program name will reduce confusion for prospective and current students and will better reflect the mission of the program, which is to "examine how socio-cultural, economic, political and historical factors influence the production, interpretation and distribution of scientific and technical knowledge, and how this knowledge impacts society." Science, Technology and Society will strongly signal the range of fields and academic nature of the areas which students may explore in their studies. Broadening the name to include the word Society reflects the range of research and teaching practices already taking place in the Department and the types of courses offered therein. It is also a more inclusive name for a department that is home to the Division of Natural Science, which houses general science education courses for the Faculty of Science and for students across the university.

Consultation has been undertaken with Chairs in the Faculty of Science and with the Chair of the graduate program in STS, in the Faculty of Liberal Arts & Professional Studies; all consulted are strongly in favour of this name change. I endorse this new name as a way to reflect the strengths, expertise and interdisciplinarity that is at the heart of teaching within STS.

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March 31, 2022

SENT BY EMAIL
Dr. Vera Pavri
Chair, Science and Technology Studies Department
York University
stschair@yorku.ca

Dear Dr. Pavri,

I strongly support the proposal from the Department of Science and Technology Studies to change their name to the '*Department of Science, Technology and Society*'.

The new department name aligns with the new STS program name change which was recently passed by Senate. In particular, changing the Department name to '*Science, Technology & Society*' will provide greater clarity to our undergraduate students, who have often been confused about the disciplinary nature of 'Science and Technology Studies.' In addition, this inclusive title better represents the department faculty complement of NATS and STS members. As the STS proposal outlines, '*Science, Technology and Society*' is a term that fits with both the existing STS program and NATS general education mandates. The term is also broad enough to encompass any additional program development looking at relationships between science, technology and society moving forward.

It should also be noted that a Department name change was one of the recommendations that came out of the last STS program review and is supported by the STS graduate program currently housed in LAPS.

We are excited about re-introducing the STS undergraduate program to future students, and this Department name changes represents a fresh start in this endeavor.

Sincerely,

Rui Wang
Dean, Faculty of Science

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April 4, 2022

Vera Pavri
Chair
Department of Science and Technology Studies
York University

Robert G. Tsushima, PhD
Chair & Associate
Professor

Department of Biology
151C Farquharson Building
4700 Keele Street
Toronto ON
Canada M3J 1P3

Tel 416 736 2100 ext 20996
tsushima@yorku.ca

Dear Vera,

I enthusiastically support the name change of the Department of Science and Technology Studies to the Department of Science, Technology and Society. The new department name will be comparable with other similar departments at other Canadian and international universities. More importantly, the new name will align better with the mission and interdisciplinary course curricula of the department.

On a personal note, when I first arrived at York University, I assumed the Department of Science and Technology Studies was a biotechnology department. I was surprised when I realized this was not the case. The inclusion of "Society" in the department's new name will make it more obvious to future and current students what the primary teaching focus and research expertise are of the STS faculty, and hopefully, avoid any confusion like the one I encountered.

Sincerely,

Robert G. Tsushima, PhD

March 23, 2022

FACULTY OF SCIENCE

Professor Patrick Hall

Chair, Department of Physics & Astronomy

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Dear Colleagues,

As chair of the Department of Physics and Astronomy, I wholeheartedly support the proposed name change of the STS Department from "Science and Technology Studies" to "Science, Technology, and Society".

This change more clearly describes the academic focus of the department and aligns the name of the department with the name of the program offered by the department. Furthermore, it brings the department's name into alignment with the names of similar departments in North America.

For these reasons, I support the proposed name change of STS to the Department of Science, Technology, and Society.

Yours sincerely,

Patrick B. Hall

Professor and Chair, Department of Physics and Astronomy
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Toronto
Canada

chphas@yorku.ca

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Department of Mathematics and Statistics

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I am writing to express my support for the proposed name change from the Department of Science & Technology Studies to the Department of Science, Technology and Society. I believe that this change will properly align the department name with STS's recently reformed and renamed undergraduate minor and major programs. The name change will also help to clarify and reinforce the relationship between STS and the Division of Natural Science and reduce confusion among undergraduate students.

Stephen Watson

Professor Stephen Watson (he/him)

Chair
Department of Mathematics and Statistics
York University

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To: stschair

Hi Vera,

You have the full support of the graduate program for this department name change.

Thanks for keeping us in the loop.

Cheers, denielle

...

From: stschair <stschair@yorku.ca>
Date: Tuesday, 22 March 2022 at 16:31
To: gpdsts <gpdsts@yorku.ca>, Denielle A Elliott <dae@yorku.ca>
Subject: STS Departmental Name Change - Information for STS Grad

Dear Denielle

Once again, I would like to thank STS grad for their support regarding our new program name change to *Science, Technology and Society.*

What we would like to do next is change the Department name from "Science and Technology Studies" to "Science, Technology and Society" as a way of aligning the program and the department. There are several other reasons we are proposing this change, and they are highlighted in the name change proposal attached to this email. Once we've done this, my colleagues can then re-visit the issue of abbreviations regarding STS in general.

Since STS grad supported the program name change, and the reasons for a departmental name change are similar, I hope you will support this proposal as well. I think it is important to keep STS grad informed about what we are doing, and I wanted to contact you to see if you had any questions about this. Please let me know if you would like to speak about this issue further.

Warm wishes
Vera

Dr. Vera Pavri

Chair, Science and Technology Studies Department

University Academic Plan: APPRC Report on Progress 2021-2022

Senate approved the *University Academic Plan 2020-2025* in June 2020. The realization of objectives is of paramount concern for Senate and APPRC over the five-year span of the Plan and provides critical focus for all Senate committee agendas annually.

The responsibilities of APPRC include the articulation of research, teaching and programmatic principles for academic planning, criteria for assessment of major initiatives, and the coordination of program and policy development. APPRC is broadly responsible too for the consultations and recommendations to Senate on these academic plans and major academic policies. One of its core responsibilities is "recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives." Each year, therefore, assessing progress towards the UAP is included in the Committee's priorities.

The Committee is pleased to provide Senate a year-end report of UAP Progress in 2021-2022 on matters under the auspices of APPRC. This review offers Senators a summary of that progress – the successes and the challenges – and what we recommend by way of enhancing progress toward the academic goals set out in the UAP.

Overall, the progress has been substantial despite the ongoing disruption. The Provost and Vice-President Research & Innovation have previously reported to APPRC and Senate on some key quantitative and qualitative measures towards UAP goals. A comprehensive institutional dashboard reporting broadly on measures of success towards academic and strategic goals over the five years of the UAP is in preparation. APPRC discussed a draft version of the dashboard in June and looks forward to receiving and advising Senate of the final version in the fall.

Senate's reflections on this progress report will be gratefully received.

The UAP Priorities

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

Progress overseen by APPRC toward *Diversifying Whom, What, and How We Teach* took many forms this past year.

- 10 curriculum proposals on new degree programs / certificates / diplomas
- 2 new funded Chairs reviewed and confirmed (pedagogical innovation and sustainability and responsible business)
- 1 pan-university academic forum on *21st Century Learning: Challenges and Opportunities for Diversifying Whom, How and What We Teach,* initiating Senate's oversight of this key academic issue

Within this objective, APPRC identified the "Future of Pedagogy" as a focused consultation priority area this year. The outcomes sought were to advance discussion and foster dialogue on post-pandemic academic program delivery model(s) to gather views on:

- defining a new vision of education for the 21ˢᵗ century that takes account of virtual platform innovations
- adopting new pedagogies that facilitate balance between remote/online and in-person delivery models, and support high quality learning experiences in both
- maximizing technology to support experiential education to integrate novel approaches to experiential learning into pedagogy

The Committee took up consultation on this priority through its annual academic planning forum held this year in April. The forum engaged a good cross-section of the University community in a robust discussion of how to pursue inclusive excellence within our curriculum and teaching in view of the innovations in pedagogy that have advanced our physical and virtual capacity for learning. The forum initiates the important discussions Senate must have about our course and program delivery going forward.

The Committee also brought the objectives of 21ˢᵗ Learning to its assessment of new programming. In its review of curriculum proposals, APPRC bases its concurrence on factors that highlight consonance with University and Faculty plans and academic resource dimensions (e.g., sufficiency, sustainability, impact on other activities.) The bulk of the proposals this year was for new programs to be offered at the Markham campus. In its reviews the Committee sought to ensure firm plans and resource allocations for the innovative program components advancing technology and experiential learning. APPRC also engaged the Provost and the Deputy Provost, Markham Campus in a 'global picture' discussion of the campus academic resources and plans to confirm that the centralized resources align with the program' teaching and learning needs to position them for success.

Key Messages

The strong message delivered through the forum consultation is that the experimentation with online program delivery over the past two years was not an intentional exercise with a defined scope; rather, it was a required shift in response to extenuating circumstances. The community feeling is that the experiences from the period should be recognized and assessed, the crisis should not be relied upon as a pilot project from which concrete strategies and program delivery decisions can be drawn. The experience has highlighted both the possibilities for pedagogical innovation to explore further and confirmed that much more information needs to be gathered to support evidence-based decision-making on modes of teaching and pedagogical practices, including the continued collection and assessment of the views of students on their experiences with online delivery. Interest in and capability to participate in digital learning modes varies considerably across the student population; it is a critical area to be mined to inform University and Faculty teaching plans going forward.

Recommendations

As an outcome of the forum, APPRC will carry forward to next year consideration of what actions can be taken up by Senate and its various committees, and by what processes. A specific possibility to contemplate is a pan-university working group / task force to examine the future of pedagogy, possibly under the auspices of APPRC or ASCP, to allow

for the work to weave into Senate's oversight and reporting responsibilities on pedagogy and academic planning.

Knowledge for the Future: From Creation to Application

Progress overseen by APPRC toward *Knowledge for the Future* took many forms this past year.[1]

- 5 ORU charter applications recommended for approval by Senate

- Annual Report on Research by the Vice-President Research & Innovation, presented to Senate for discussion

- Review and input on the *York University Markham Campus: The Future of Research Excellence*

- Regular feedback to the Vice-President Research & Innovation on research intensification plans and measures of scholarship, including external research funding performance

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Over the course of its bi-weekly meetings, the Committee took up its responsibility for the articulation of research principles for academic planning and criteria for assessment of major initiatives, the receipt of annual and periodic reports from Vice-Presidents, the facilitation of Senate consideration through the transmittal of relevant reports, and the provision of advice and recommendations on the allocation of academic resources.

In the realm of the *Knowledge for the Future* UAP priority, the Committee engaged regularly in focused discussions with the Vice-President Research & Innovation providing oversight and insight into plans designed to:

- increase the research participation of faculty
- accelerate growth in the number and diversity of our scholarly and artistic outputs and research funding base
- expand the influence of our work through broadening and deepening our external partnerships
- collegially establish the research vision and strategy for the Markham campus
- achieve new levels of research success

The advancement of Knowledge for the *Future* was also supported this year through the committee's review and recommendation to Senate of charters for several new Organized Research Units in areas that align with York's excellence in inter- and transdisciplinary research.

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[1] Planned activities this year under the area of scholarship and knowledge creation were a review of the 2018-2023 Strategic Research Plan progress towards the identification of priorities for the succeeding five-year Research Plan and the establishment of a Senate Policy on Indigenous Research Involving Human Participants. Time did not permit these initiatives in the Committee's schedule; they are critical to supporting the UAP priority however, and will be taken up in 2022-2023.

Key Messages

Under the *Knowledge for the Future* priority in the 2020-2025 UAP it is stated that "focussed efforts to meet current and future research infrastructure needs" are required. APPRC's review of curriculum proposals and its planning discussions with Deans this year highlighted the critical resource issue of space sufficiency, primarily on the Keele campus. Identifying suitable space for housing new programming, research initiatives and new organized research units (including space for collaborative endeavour), and the growing faculty complement, has emerged as a significant challenge to implementing academic plans. While some Faculties are feeling the space crunch more acutely than others, it has become a clear pressure point at the University. Preliminary discussions with the Vice-President Research & Innovation and the Provost about space took root in the latter half of this year, and it has been flagged as a key resource issue to carry forward into the next academic year.

Recommendations

APPRC lent its critical eye to the many developing research initiatives and raised suggestions to strengthen plans and support for researchers, including such advice as:

- encouraging the establishment of smaller internal research grants to support growth opportunities across disciplines and early career researchers outside the large-scale research funding competitions

- addressing the increasing need for additional research space, with an emphasis on solutions that do not require new construction

- encouraging the use of transparent principles to guide decisions on how research and research space allocations are made between ORUs and Non ORU-based faculty members

- monitoring the increasing number of Teaching stream appointments to gauge the direction of gender and racialized compositions in this cohort towards faculty complement diversification objectives

From Access to Success and Living Well Together

Progress toward the UAP goals of *From Access to Success and Living Well Together* was advanced by APPRC through:

- reviewing and providing input on the *Action Plan to the Framework to Address Anti-Black Racism*

- making inclusive curriculum and pedagogy a theme of the APPRC planning forum

- receiving and discussing reports from the Senate Executive Sub-committee on Equity

On these two priorities, APPRC contributed to the policy contexts being developed to address anti-Black racism, strengthen Indigenous presence at the University, and further access and principles of equity, diversity and inclusion. It took this up in three ways.

- reviewed the *Action Plan to the Framework to Address Anti-Black Racism* with the Vice-President Equity, People and Culture and identified Senate-related areas where attention on making change could be focused, such as curriculum review, tenure and promotion evaluation, and resource sufficiency of ORUs

- incorporated the theme of "approaches to inclusive curriculum and pedagogy" in the 2021-2022 Planning Forum and facilitated a presentation on the topic at the session to inform knowledge and cultivate innovation.

- A member of the Committee served on the Senate Executive Sub-Committee on Equity contributing to its initiatives to provide input on the draft University *Equity, Diversity and Inclusivity Strategy,* liaise with Senate Committees and Faculty Councils on integrating equity objectives in priorities and structures, and explore the creation of a Senate sponsored lecture series on integrating equity /diversity / inclusivity / decolonization into curriculum to support individual course directors' efforts across disciplines.

Recommendations

From its activities in support of the *From Access to Success and Living Well Together* priorities, the APPRC planning forum raised valuable insights. The Committee identified two recommendations tied to these two UAP priorities:

- There are both advantages and serious challenges to student accessibility through virtual delivery of programs, and further review and consultation of students needs to be undertaken to inform the University's directions on online / hybrid modes of program delivery in the pan-university group examining the future of pedagogy

- addressing inclusivity, equity, and access in relation to course materials and learning outcomes is a very complex initiative that requires careful reflection and considerable guidance for faculty members

Intersection of UAP Priorities

Several initiatives contributed to progress toward multiple UAP priorities. Among the many major academic initiatives on the APPRC agenda this year, either as separate items of business or in conjunction with reports from the Provost, Vice-President Research & Innovation or President, were:

- Markham Campus planning
- Vaughan Healthcare Precinct
- Internationalization and Global Engagement strategy
- School of Medicine conceptual proposal
- performance enhancement on international rankings
- the strategic repositioning of Glendon
- the Faculty Complement Renewal Strategy

Through focused monitoring and guidance on major academic planning initiatives undertaken in 2021-2022, the Committee contributed to several initiatives that cut

across all the UAP priorities. Input and advice on planning, consultation processes and content were provided by the Committee on these initiatives.

A key activity was a facilitated discussion at Senate on the University's engagement in the process for the Province's planned expansion of medical education. APPRC will continue to contribute to the planning of this academic initiative and its intersection with the Vaughan Healthcare Precinct, engaging Senate at appropriate points.

As noted above, a core activity for the Committee this year has been reviewing new degree programs for the Markham Campus and providing oversight in the development of the campus infrastructure. Its work in this realm was to review alignment of new programming to UAP objectives and ensure resource sufficiency for sustainable program delivery at the new campus. An important academic planning task for the new campus achieved this year was the determination of the local academic administrative governance for its programs. From consultation with the four Faculties and discussion with APPRC, a structure of program coordinators and undergraduate / graduate program directors as the academic leads was confirmed marking another milestone in the campus plans.

Very recently the Committee has engaged in a review of the strategic repositioning of Glendon, meeting with Principal to discuss the emerging planning framework for the initiative. Critical reflections and advice were provided by the members to inform plans on this major academic exercise. Similarly, the Committee reviewed with the Provost the draft *Internationalization and Global Engagement Strategy*, offering its views on this plan in support of the *Advancing Global Engagement* UAP priority.

The Provost discussed with APPRC and gathered its feedback on the measures being implemented in support of the [Faculty Complement Renewal Strategy](#) and performance on objectives to date. There is continuing progress emerging from the recent measures to advance diversification of the tenure-stream faculty complement, specifically of minority / racialized faculty members which is a stated objective within the *Knowledge for the Future* priority. In addition, progress is being achieved on the goal of net growth in the complement.

Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals

The *University-Wide Challenge to Contribute to the UN Sustainable Development Goals* that complements the six priorities in the UAP is actively being taken up across the University in many and varied ways. A defined activity for APPRC this year was to raise awareness of how the University's teaching and research align with and contribute to the UN Sustainable Development Goals. There were two approaches taken to support this objective.

The first step was for the Committee to have a focused discussion on the SDG landscape emerging across the University. That took place with the Provost and Vice-President Research & Innovation where the institutional supports for advancing progress on the SDGs were highlighted and the current efforts to track, monitor and communicate the pan-university activities were reviewed.

As reported to APPRC by the Provost and Vice-President Research & Innovation, progress toward the UAP challenge to contribute to the SDGs included:

- a central SDG website created to convey stories that illustrate York's growing global leadership in partnerships, and to support community engagement and York's participation in the Impact Rankings

- Provostial Fellowship Program: an avenue for Office of the Provost to achieve SDG goals and enhance the capacity to achieve SDGs at the University

- AIF Fund: given an SDG perspective

- the CIFAL UN Training Centre: the first one in Canada on area of Disaster and Emergency Management; learning and training activities

- Disaster Risk Governance and DEM: the research cluster and various symposia

- Catalyzing Interdisciplinary Research Clusters: support for research projects that advance SDGs

- Several new Organized Research Units with research focus on scholarship that will contribute to advancing several SDG areas

- President's Sustainability Council: joint initiatives with VPRI on carbon neutral measures; living lab and net zero energy campus

- EDI within research excellence: a collection of projects, some in collaboration with Vice-President, Equity, People and Culture

- Profiling in the Congress 2023 theme and program avenues to advance the SDGs through social science and humanities disciplinary scholarship (e.g., decolonializing, anti-racism and climate justice)

The Committee's comprehensive SDG discussion set the stage for the second activity to raise awareness of the SDG challenge - discussion with the Deans and Principal of the ways Faculties are contributing to this UAP objective.[2]

The APPRC schedule in the spring accommodated meetings with three Deans, from the Faculties of Environmental & Urban Change and Liberal Arts & Professional Studies, and the Lassonde School of Engineering. The planning discussions will continue in the Fall with the remaining cohort of Deans / Principal.

Key Messages
The preliminary intelligence from the first round of discussions indicates that Faculties are actively supporting and fostering strategies that contribute to many of the 17 SDGs.

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[2] The questions the Deans were asked to discuss with the Committee were:
- How the Faculty is supporting, resourcing and coordinating research strategy and curriculum planning to advance progress on SDGs
- How the Faculty is communicating progress on SDG-related initiatives
- The challenges and opportunities for the Faculty to advance local SDG plans and initiatives
- Lessons from your experience supporting the SDGs to be drawn and shared with other Faculties

The SDG goals are being articulated in Faculty academic plans, funds are being dedicated to drive progress on equity-related SDG goals and communication, curriculum is being developed through sustainability and diversity lenses, and Faculty communications are cultivating awareness of the many and varied efforts at the University to contribute the global UN initiative.

To "answer the call" to deepen our work in SDG-relevant research, teaching, partnerships, and campus practices over the next five years, the Academic Plan cites the need to track and report on our contributions. Noting the helpful measures being taken to record the many contributions being made, APPRC's discussions surfaced challenges with these two tasks. Defining suitable inclusive metrics by which to measure progress on SDG-related initiatives was one thread observed. Ways to collate the breadth and quantity of activities under the SDG banner effectively and purposefully is another difficulty.

These aspects were probed with the Faculty leadership in our discussions on the challenges and opportunities to advancing local SDG plans and initiatives. The variety of approaches by which Faculties are communicating SDG-related work being done was signalled as a key challenge for them. The Deans indicated that maximizing the ability to tell the stories about the SDG-related research and achievements at the University would be best achieved through a coordinated and resourced two-pronged Faculty-central communications strategy. APPRC shared that opinion, finding that a coordinated strategy would be able to consider the distinct internal and external audiences to be aware of in framing these important communications, the resource challenge for small units and Faculties to have a robust communications capacity, and the reputational benefits a focused and targeted communications strategy brings to conveying the University's commitment to the SDGs and the achievements being made.

The Committee anticipates being engaged in this planning as an ongoing aspect to monitoring and reporting on UAP progress.

Recommendations

The recommendations reflect the input and advice of the University community as heard by APPRC and are offered in the vein of constructive advice toward the achievement of the UAP goals.

The advice APPRC provided to inform planning in this realm included:

- Among the very broad collection of individual activities, seek to identify themes / areas of interdisciplinary strength / synergies among the scholarship being conducted that substantively align with the SDGs

- the communications challenge is to not simply re-brand research that is being done at the University under an SDG banner; the critical message to communicate is why the University is engaging with the 17 goals, and then make material connections between what scholarship is being done on them; define a compelling way to explain the nature of what York researchers are doing and how it is advancing the broader SDG goals

- in addition to the qualitative approach to gauging progress and informing action, consider inclusive means to quantitatively track initiatives to measure progress on the SDG goal, consulting with APPRC for input on any criteria that would be relied upon for prioritizing resources as a result.

New Research Security Framework

➢ 2020 - Government Intelligence Report: Foreign espionage has "especially" targeted Canadian universities.

➢ A wide range of emerging technologies including quantum computing, aerospace and artificial intelligence were deemed to be highly sensitive.

➢ July 12, 2021: New policy requires applicants (and their institutions) to complete the National Security Guidelines for Research Partnerships' risk assessment form for all NSERC Alliance grant applications involving one or more partner organizations from the private sector.

➢ If, "in consultation with" Canadian intelligence services, a security risk is found, the application will be rejected.

➢ Initially, the policy is being applied to NSERC CREATE program and the goal is to extend it to all partnership grants going forward.

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YORK U

New Security Framework

Steps taken at York University

- Steve Matterson (Risk Management Services) and David Phipps (ORS, VPRI) are jointly supporting York's obligation for security assessments under the NSERC Alliance requirements.

- Reviewed 18 of these in the last 2 months and have 3 more submitted to us last week. Engagement with CSIS: We have engaged CSIS to ensure that any such concerns related to York's research be discussed first with the Office of VPRI.

- A process for review of the risk assessments in collaboration with Grants, SIRI and Faculty Research Offices (the groups comprising the Research Administration Network - RAN) has been developed

- A meeting of York offices overseeing legal, libraires (for research data management), privacy, biosafety and cybersecurity to discuss research risk in general.

- CSIS were invited to attend a meeting at the ADR forum.

YORK U

New Security Framework

➢ OCUR Safeguarding Research Working Group has been established to develop a consistent Research Security framework for Ontario Universities. I am a member.

➢ Research Partnership Officers Sub Working Group: Established by OCUR, it will serve as a resource on best practices regarding research security, data governance, etc. The group also discusses and brings forward issues and concerns related to risk assessments from federal and provincial agencies.

➢ A Government of Canada-Universities Working Group has been formed to make recommendations, including creating a guide to many of the issues and best practices.

YORK U

Provincial Commercialization Mandate Policy Framework

➢ March 2022- The government introduced a Commercialization Mandate Policy Framework that will help publicly assisted colleges and universities better commercialize innovations, ideas and products generated through "Ontario-made" research and innovation.

➢ As part of the Policy Framework the Province requires universities to develop and post an Ontario approved IP policy by end of April 2022 and requires annual reporting.

➢ VPRI has developed draft response that addresses all the requirements. We are calling it a Commercialization Framework (not policy), and it describes existing practices.

➢ Draft was shared with labour relations and legal office to make recommendations on any requirement to share with the York University Faculty Association (YUFA) and/or JCOAA (Joint Committee on the Administration of the Agreement).

➢ Draft was shared with the 5 other inventor owned institutions

• Draft is posted on the VPRI Office website.

• Draft will be shared with and approved by Ontario

YORK U

Provincial Commercialization Mandate Policy Framework

Academic Standards, Curriculum and Pedagogy Committee
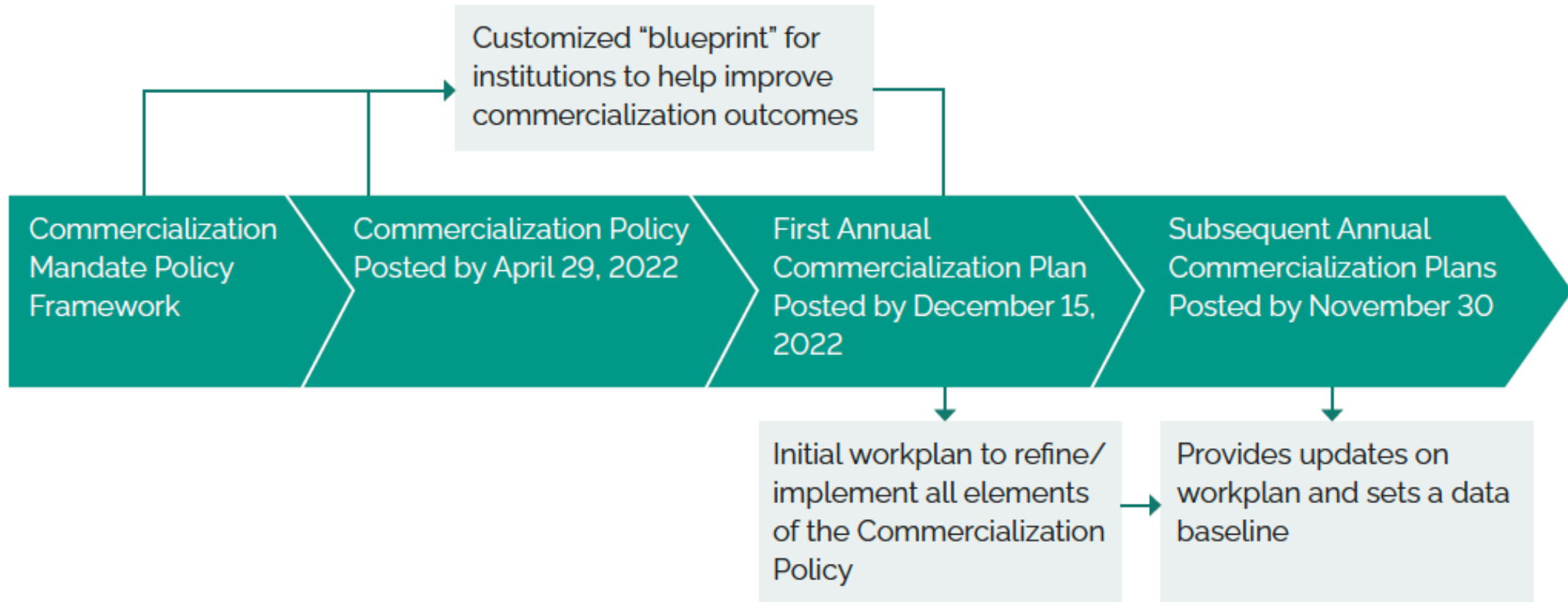
Report to Senate

At its meeting of 23 June 2022

NOTICE OF STATUTORY MOTION

a. Establishment of the Degree of Bachelor and Bachelor (Honours) of Sport Management • School of Human Resources Management • Faculty of Liberal Arts & Professional Studies • Markham Campus

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation in a statutory motion:

> That Senate approve the establishment of the degree of Bachelor and Bachelor (Honours) of Sport Management

Rationale:

The full proposal and supporting documentation are included as Appendix A. The proposed new Bachelor of Sport Management degree program seeks to be a global leader in sport innovation and change through its interdisciplinary approach and exploration of practices and policies around diversity and inclusivity, mental health, globalization of sports and community outreach.

The program is distinct from Bachelors programs within LA&PS and York through its interdisciplinary connection of the business, managerial and organizational aspects of sport. While sport management programming exists in the Ontario postsecondary landscape and within the Kinesiology and Health Science program in the Faculty of Health, it is typically contained within a BA, BSc or BComm degree program and the Toronto/Greater Toronto Area is the only large metropolitan sports area in North America without a dedicated university-level sport management program. The limited offerings of similar programs in the GTA, together with its unique focus and the growing number of employment positions in the field, indicate that this new program will fill a gap in this field and provide a career pathway for graduates.

The new degree type is appropriate as it clearly reflects the focus of the degree and program. Further, the Bachelor of Sport Management is a degree nomenclature that has

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been used by several universities with sport management programs globally, including Brock University.

Unique program learning outcomes have been articulated for the new degree program. The major requirements will cover four areas of the discipline – sports foundations, business and management, transformational technology and innovation. In the first year of the program, students will be required to complete three core courses, Introduction to Sport Management, Sport in Society, and Sport and Psychology. While proposed course titles and brief descriptions are outlined in the proposal, major requirements beyond the 1000 level are to be developed by the incoming faculty members dedicated to the program. It is anticipated that experiential learning components will be integrated throughout the program by way of case studies, simulations, site visits, field studies and two practicum courses at a sports-related organization or establishment.

Drawing on tenured and contract faculty members who currently teach sport-related topics and the additional tenure-stream faculty members to be hired, LA&PS is well positioned to deliver a high-quality program. The external appraisers endorsed the program and the proponents incorporated their recommendations while maintaining the spirit of the University ethos and priorities in the proposal.

Statements from the School of Kinesiology and Health Science and Departments within LA&PS confirm consultation on and support for the proposed degree. Statements from the anchor Dean and Provost confirm the resources for the new program.

Once the degree type is approved by Senate, a companion resolution to establish the Bachelor of Sport Management degree program will come forward for approval.

Approvals: LA&PS Faculty Council 14 April 2022 • ASCP 13 April 2022 • APPRC 2 June 2022 (concurrence)

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FOR ACTION

Major Modification

b. Merger of Specialized Honours BHS and Honours Minor BHS programs into Specialized Honours BHS and Honours Minor BHS programs in Health Policy, Management and Digital Health, and Closure of existing Specialized Honours BHS programs • School of Health Policy and Management • Faculty of Health

ASCP recommends that,

Senate approve, effective FW2023-2024,

1. the merger of the Specialized Honours BHS and Honours Minor BHS programs in Health Management, Health Policy, and Health Informatics into Specialized Honours BHS and Honours Minor BHS programs in Health Policy, Management and Digital Health, housed in the School of Health Policy and Management, Faculty of Health, and

2. the closure of the Specialized Honours BHS programs in Health Management, Health Policy, and Health Informatics, housed in the School of Health Policy and Management, Faculty of Health, contingent upon approval of Motion b. 1.

Rationale:

It is proposed that the three existing Specialized Honours BHS and the Honours Minor BHS programs in Health Management, Health Policy and Health Informatics be consolidated into Specialized Honours BHS and Honours Minor BHS programs in Health Policy, Management and Digital Health to reflect changes in the health system since the program's inception in 2001. Over the past 20 years, the interdependencies in the health system between policy, management and informatics/digital health have increased, and a consolidated program will better prepare students for the challenges facing the field.

Further, students have indicated a preference for broader, interdisciplinary learning rather than being required to select a specific program at the time they apply to university. It is anticipated that the broader focus of the consolidated programs will serve to promote student engagement in the program, thereby positively impacting retention and graduation rates. If higher retention rates materialize, a greater number

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of students will be eligible to access the 9.0 credit practicum course which is currently only available to Specialized Honours students in their fourth year of the program. This offers the potential to expand experiential education skills and competencies for a greater number of students. The merger of the existing Specialized Honours and Honours Minor BHS programs does not require changes to core courses, learning outcomes or admission requirements.

A decanal statement confirms the resources to deliver the consolidated programs, including adequate support for the anticipated increase in practicum placements.

The full major modification proposal and closure proposal for the existing Specialized Honours BHS programs are available as Appendix B.

Approvals: Health Faculty Council 6 April 2022 • ASCP 25 May 2022

Policy Item

c. Revisions to the *Senate Policy on York University Grading Schemes*

ASCP recommends that,

> Senate approve revisions to the *Senate Policy on York University Grading Schemes*, as set out in Appendix C, to be integrated immediately but take effect at the time that the new grading schemes are implemented.

Rationale:

In October 2020, Senate approved the *Policy on York University Grading Schemes*, the policy framework to implement the new undergraduate, graduate and Osgoode JD grading schemes, effective FW2023-2024. Details about the rationale for the revisions to York's grading schemes and the new policy framework are available in the November 2017 and October 2020 Senate agenda packages.

ASCP was charged with monitoring implementation efforts and reporting updates to Senate as required. The Office of the University Registrar (OUR) and University Information Technology (UIT) have been collaborating since that time to move the technological solution forward. A Grading Scheme Steering Committee and Working Group were established and meet regularly to provide advice and guidance on implementation activities and ASCP's Coordinating & Planning Sub-Committee has

simultaneously been engaged in policy questions that have emerged as implementation efforts progress.

Over the course of the past several months, a number of questions have arisen about the interpretation of the Policy for systems purposes which have surfaced possible gaps in the Policy and suggested refinements. Accordingly, ASCP approved a number of revisions, set out in Appendix C with changes marked in red text with corresponding rationales provided. The revisions seek to enhance clarity by way of making explicit items that were implicit and/or understood by ASCP but not captured in the initial version of the Policy and removing content that would pose implementation challenges. These changes will enable ASCP to provide clear direction and information to Faculties and programs as submissions for academic and program regulations are finalized and to the OUR and UIT as they advance systems work. Additional details about implementation activities are provided in Information Item A below.

Also available as Appendix C is the Policy in full with proposed revisions integrated.

Approvals: ASCP 8 June 2022 • Coordinating & Planning Sub-Committee 16 June 2022 (Summer Authority)

CONSENT AGENDA

d. Change to the name of the Cross-Disciplinary Certificate in Health Informatics • School of Health Policy and Management • Faculty of Health

ASCP recommends that,

> Senate approve the change of the name of the Cross-Disciplinary Certificate in Health Informatics to the Cross-Disciplinary Certificate in Digital Health, housed within the School of Health Policy and Management, Faculty of Health, effective FW2023-2024.

Rationale:

Linked to Item B above and covered in Appendix B, the change to the name of the Cross-Disciplinary Certificate in Health Informatics is intended to reflect the evolution of the field over the years. "Health Informatics" was built around the electronic health

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record but "Digital Health," now more accurately captures the broader interface of technology, apps, social media, machine learning, etc. with the health system.

Approvals: Health Faculty Council 6 April 2022 • ASCP 25 May 2022

FOR INFORMATION

a. Deferral of the Implementation of the New Grading Schemes

As noted in Item C above, in October 2020, Senate approved the *Policy on York University Grading Schemes*, with implementation of the new schemes and the associated policy framework to take effect in FW2023-2024. As reported to Senate in March 2022, ASCP was informed that the Institutional Portfolio Project Management Committee (IPPM) approved the deferral of the implementation of the new grading schemes by at least one year, on a recommendation from OUR and UIT that prioritized the allocation of resources for projects considered mission critical, such as the Markham Campus Systems project, the Student System Renewal Project (SSRP), and several crucial Student Information System (SIS) architecture projects, with a commitment to provide an update on timelines in June 2022.

Since that time, an analysis has been undertaken of the outstanding implementation activities and the impact of the deferral on other projects and initiatives in order to identify a revised effective date. ASCP received an update from OUR, UIT and the University Secretariat on 8 June 2022 which conveyed that the implementation plan is trending towards a FW2025-2026 effective date but that additional information is needed before this timeline can be confirmed.

Major contributing factors in the new estimated timeline are the status of academic and program regulation changes and the current understanding of the effort required on the system underpinning academic decision structures. It has been determined over the course of the past few months that a large number of submissions for academic and program regulation changes from Faculties remain outstanding and many of the submissions received are not in alignment with the Policy. Senators will recall that in November 2020 Faculties were charged with reviewing and adjusting academic regulations regarding admission, degree and program requirements to reflect the new policy framework with a deadline of April 2021. As these regulations will serve as the foundation upon which the system will be prepared, that work cannot begin until all regulation changes are reviewed and approved/confirmed by ASCP. In tandem with this finding, it has been confirmed that a complete rewrite of the academic decision rules

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within the system is required which has major implications on the time and effort that OUR and UIT resources must devote to the project.

The original timeline to complete ASCP's review of regulation changes has been shifted to November or December 2022. Faculties should expect to receive follow-up communications from ASCP shortly regarding outstanding submissions and/or direction on submissions that are not in alignment with the Policy. Implementation details will be communicated to Senate and the broader University community and will be made available on the [ASCP website](#) as they become available.

b. Markham Campus programming update

Following the announcement of the delayed opening of Markham Campus, Deputy Provost Markham Campus, Gordon Binsted, updated ASCP on the launch timelines for the programming approved for the campus. As APPRC reported to Senate in May, the Master of Science in Management Practice (LA&PS) and the BASc degree program in Digital Technologies (Lassonde) are planning to be delivered at the York University Learning Space at IBM Canada Headquarters in Markham in FW2023-2024. The Faculty of Science is exploring the ability to proceed with the new Diploma in Biotechnology in Fall 2023 at Keele. All the remaining programs planned for Markham will be launched simultaneously with the campus launch in FW2024-2025.

c. Progress on 2021-2022 Priorities

Each spring ASCP reviews progress made towards the priorities it defined in the autumn. This year, ASCP took stock of how its activities and outcomes are advancing the priorities of the 2020-2025 University Academic Plan. Attached as an appendix to the Senate Executive Report is a mapping of ASCP activities for 2021-2022 to UAP priorities and sub-priorities. The matrix captures all key outcomes and links them to the respective UAP goals.

While not addressed in the appended report, ASCP has begun discussions about the Equity Sub-Committee's call to integrate equity objectives into the activities of Senate committees. It is anticipated that efforts to this end, including explorations of mechanisms to address the equity dimensions of curriculum, will feature prominently in the Committee's 2022-2023 priorities.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

d. Expressions of Thanks and Appreciation

Members of ASCP express their thanks and gratitude to members stepping off the Committee this month: **Lisa Sloniowski**, Libraries, for her engagement in the Committee this year; **Carolyn Steele**, LA&PS, for her thoughtful contributions as the contract faculty member for the past two years; **Mark Hayward**, designate of the Graduate Studies Dean, for the valuable insights and context he provided about graduate curriculum; and students **Mohamed Elsayed Elghobashy** and **Arian Kamal**.

e. Minor Modifications

ASCP approved the following minor change effective FW2022-2023.

Schulich

Minor change to Strategic Management Field within the PhD program in Administration

f. Minor Corrections to Degree Requirements

The following minor correction to degree requirements for a previously approved program modification was reported to ASCP, effective FW2022-2023.

LA&PS

Certificate of Proficiency in the Korean Language

N. Richardson, Chair

York University

New Program Proposal

of the (Honours) Bachelor of Sport

Management

October 26, 2021

1. Introduction

1.1 Brief statement of the degree program

The (Honours) Bachelor of Sport Management (SPRT) is an interdisciplinary undergraduate degree designed to educate and train students to become sport management professionals; the degree is proposed by the School of Human Resource Management in the Faculty of Liberal Arts and Professional Studies. The vision of the program is to be a global leader in sport innovation and change. It will serve as a hub for "futuristic" and visionary thinking on the development of both amateur and professional sports in Canada by scholars, students, organizational leaders, and policy makers.This proposal is to both establish a new program and a novel degree type for York University—the (Honours) Bachelor of Sport Management. In addition to being new for York, this degree type is emerging across the postsecondary sector; this proposal integrates multiple sources of feedback from academic and industry sources to establish a relevant and responsive curricular structure informed by leading expertise where currently there are fewer policies to guide program development in this area compared to more established degree types (e.g. BA and BSc). The program intends to use the program rubric SPRT, which was suggested by the Office of the University Registrar and will be proposed under separate cover in accordance with York University procedures.

The program will eventually be housed in a new School of Sport Management in the Faculty of Liberal Arts and Professional Studies and will be offered at the Markham Campus (MC), York University. To give time to propose and establish the new School, the (Honours) Bachelor of Sport Management is proposed to be housed initially, temporarily, within the School of Human Resource Management in the Faculty of Liberal Arts and Professional Studies. SPRT is designed to allow students to complete the program in three or four (honours) years. In addition to the coursework that will cover general education and foundational business-oriented courses, such as sport finance and accounting, and sport and the law, students will be exposed to a core set of courses that emphasize creativity, innovation, and entrepreneurship, as well as experiential education opportunities (or requirements) that help to build competencies and skills in innovation and entrepreneurship.

The (Honours) Bachelor of Sport Management name/degree reflects the focus of the proposed degree: sport management. In some instances, business schools offer a business degree (Bachelor of Commerce, Bachelor of Business Administration, etc.), with a concentration in sport management. In other instances, universities with units in Kinesiology and Human Kinetics may offer a concentration in sport management (see p. 6 of this proposal for more information on comparator programs and an analysis of the proposed program's differentiation).

In comparison with programs in kinetics/kinesiology, the proposed program is business-oriented and focuses on the managerial and organizational aspects of sports. It will offer a significantly larger array of unique sport management courses, while still maintaining the potential for SPRT students to complete a minor in such areas as

entrepreneurship and business analytics. This more comprehensive choice of sport management courses will better equip graduates with the managerial and business skills and competencies required in the sports industry.

SPRT is aligned with the priorities of advancing social and technological change, innovation, and high-impact experiential learning identified in the York University Academic Plan, 2020-25 and the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26 (see below). The program's courses, which will be developed collegially with existing faculty and new hires who have expertise in the relevant disciplines, integrate these themes. The specificity of the curricular structure to management practice and interdisciplinary approaches to sport are a unique strength of this program compared to more general business and management programs.

Students will be admitted within the normal recruitment and enrollment cycles in LA&PS. The admission requirements will include a high school diploma, with the 4U English and Math requirements (please see pages 21 and 22 of this proposal for more details on the admission, progression, and graduation requirements for the program). SPRT is expected to achieve a steady state of approximately 430 total students by the seventh year after launch (fall 2029). Please see Appendix 5 for more details on the project enrolments for the (Honours) Bachelor of Sport Management at Markham Campus.

1.2 Brief description of the method used of the development and preparation of the New Program Brief

This program brief was initiated by   the program lead, Professor Parbudyal Singh, School of Human Resource Management, LA&PS, with advice and input from other full-time faculty who served as steering committee members during the development of the proposal: Professor Marcela Porporato of the Accounting area within the School of Administrative Studies, LA&PS, and Associate Professor Andreas Strebinger of the Marketing area within the School of Administrative Studies, LA&PS.
The program was developed after an extensive review of comparative programs in Ontario specifically, and more generally across North America (see page 6 of this proposal for further details and analysis). This was supplemented by consultations with units at York university, employers, and sports professionals (see Appendix 7 for support statements). More specifically, initial consultations were internally held with the School of Administrative Studies, LA&PS, the Faculty of Health, the School of Human Resource Management, the Sociology Department, and the Communications and Media Department (please see relevant letters in the Appendices). Externally, an Employer Forum was held that included several potential employers, such as Athletics Ontario, Field Hockey Ontario, Baseball Canada, Football Ontario, and Ontario Para Network. They provided input on the skills and competencies needed by sports management and business professionals and offered input into the curriculum. Separate consultations were held with individuals in the sports sector, including the Executive Director of Field Hockey Ontario, and the CEO of Athletics Ontario. An external reviewer also provided feedback and advice on the proposed program.

1.3 Faculty/unit in which the program will be housed.

SPRT will be housed in the Faculty of Liberal Arts and Professional Studies, initially within the School of Human Resource Management and eventually in the School of Sport Management (please see Appendix 7 for a support statements from the School of Human Resource Management, School of Kinesiology & Health Sciences, well as the Dean confirming the Faculty's support of the plans for housing the degree.

LA&PS is ideally suited to house this program seeing that:

1. LA&PS houses both professional and liberal arts programs. These programs will help lay the foundations for competencies not only in management and business, but areas such as sociology, economics, and the media.

2. There are faculty members in LA&PS who already teach in sports areas, including sports and history/society; sports media, and sports sociology. Other have done re-search and publish in top sports management journals, such as Journal of Sport Management and Sociology of Sports Journal.

3. LA&PS has a core strength in equity, diversity and inclusion.

1.4 Location/campus of the new program.

It will be offered at the Markham Campus (MC).

2. General Objectives of the Program

2.1 Brief description of the general objectives of the program.

The vision of the program is to be a global leader in the field of sport management as a vehicle for sport innovation and professional excellence. This will be achieved through a combination of established/foundational courses in the field and other courses that are vision-oriented, as well as practical training. Learning will focus on three core areas: creativity and innovation in the world of recreational, amateur and professional sport, technological skills and competencies for the evolving context of management practice, and experiential learning.

The general objectives of this program are to enable students to:

1. Demonstrate foundational knowledge and understanding of fundamental principles requisite for success in the sport management profession. These include, but are not limited to, theories and practice of strategic management, sport law, sport marketing, sport communication, human resource management, operations and event management, accounting practices, sport finance, sport governance, and information technology tools.
2. Incorporate an understanding of ethical, legal, technological, and socio-cultural issues in managerial decision making and policy determinations in sports.
3. Utilize critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making.
4. Develop oral, written and research skills in sport management.
5. Demonstrate practical knowledge of issues and operations in the sports industry through hands-on exposure and experiential learning.
6. Develop creative and entrepreneurship thinking and skills for the development of the sports industry.
7. Articulate the global scope of sport and recognize diversity and inclusionary issues in sport management.

2.2 Alignment between the general objectives of the program with the University and Faculty missions and academic plans.

The general objectives and vision of the program are integrally aligned to the York University Academic Plan, 2020-25; the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26; the York University Strate- gic Mandate Agreement III with the Province of Ontario; and, the University's planning principles for Markham Campus.

SPRT aligns to the following principles outlined in the UAP: "entrepreneurial innovation and the public good" coupled with "continually reinvent[ing] our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross disciplinary thinking;" the goal that "every York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant;" and, that programs should "...build entailial 21stcentury skills into our programs, including digital fluencies, information literacies, critical thinking, and the abil- ity to ask good questions, marshall evidence, and communicate effectively across varied media." The world of sports, like other areas, has experienced the transformative and disruptive effects of technology, the use of artifi- cial intelligence (AI), and big data. SPRT will equip students with the knowledge and skills needed to navigate this environment.

SPRT also aligns to the principles of the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26. Specifically, SPRT involves innovations in programming as per principles 1a, 2a, 2c, and 4b: "engaged in a sustained effort to enhance the academic experience of LA&PS students, supported by co-curricular and extra-curricular initiatives, including those led by the colleges, and build up students' skills in critical thinking, effective communication, digital fluencies, information literacies, and evidence based scholarly inquiry;" to "build on a our shared history to encourage integration 'across the ampersand' of LA&PS while also recognizing the specific strengths and needs of both the liberal arts and professional studies areas of the Faculty;" to "promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact of the communities we serve;" and, to "promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all program."

The SPRT program aims to be Canada's leading sports management program, with an integral focus to help the Greater Toronto Area, Ontario, and Canada in achieving the potential for sports as a mechanism for inclusivity and pride of our communities. The program will help to drive change in the practices and policies around diversity and inclusivity, globalization of sports, community outreach, and interdisciplinarity, all of which are among York University's six priorities in the University Academic Plan (viz., : equipping graduates with knowledge and transferable skills and values to navigate the 21st century; innovation and interdisciplinarity; working with the university's communities; diversity and inclusivity; advancing global engagement; and living well together). In understanding the historical, socio-cultural and economic factors that have been integral in soci- ety and, by extension, in sports, students will be encouraged to apply critical and problem-solving skills in addressing the need for change and social justice"

The proposed SPRT program also aligns to the SMA III priority of "continued growth in programs clustered around themes of technology, health, entrepreneurship, across multiple disciplines." The SMA III also recognizes that the new Markham Campus "will allow us to meet the growing demand for graduates with technology and entrepreneurship skills". This includes "skills in critical thinking, problem-solving, communications and teamwork" as provided for in this SPRT proposal. Additionally, if "a key priority for York is to ensure we provide all of our graduates with the knowledge, experience and transferable skills they need to adapt and thrive in a rapidly changing future labour market. We are focused on teaching durable skills and competencies that employers consistently identify as important," and SPRT is well positioned to contribute on this front where "York has chosen to focus on the support it provides to start-up ventures, including for-profit, non-profit and social enterprises, as one specific, measurable indicator of economic impact." Diversity and inclusion are at the heart of York's strategic documents.

The Bachelor of Sport Management Program will help the university achieve these goals by exposing students to the need for/benefits of diversity and inclusion on several fronts, including academic programming/curriculum, practical and experiential experiences, and high-quality scholarly research by faculty, students, and other stakeholders. Please see Section 4.2 for more details on the Markham market.

2.3. Appropriateness of the degree nomenclature.

As a new degree type, the (Honours) Bachelor of Sport Management will enhance the image and potential of the program and reflects the two completion options—Honours Bachelor (120-credit) and Bachelor (90-credit)— which expands access to students by creating a completion pathway. The (Honours) Bachelor of Sport Management is a degree nomenclature that has been used by several universities with sport management programs globally, such as Brock University (Canada), Massey University (New Zealand), Victoria University and Bond University (Australia), and Ohio University, New York University,   and the University of Kansas (United States).

This nomenclature will help the program for branding and funding purposes, locally and internationally. It will also help the School of Sport Management build a high-quality image in the market that will allow for the development of graduate degrees in sport management in the future. SPRT will help with positioning the sport management area as a unique field of interdisciplinary study, separate from the disciplines in traditional Bachelors of Arts, Commerce, or Human Kinetics. The new SPRT degree type will also help to distinguish the program from York's highly regarded BA/BSc program in Kinesiology.

3. Need and Demand

3.1 Similar programs offered at York and/or by other Ontario universities

York University: There is no similar program at York University. While the Faculty of Health offers a Bachelor of Science and Bachelor of Arts in kinesiology and health science, with a concentration in sport management, this program has a significantly different focus. That is, the health degree focuses on "human movement and the relationship between physical activity and health", whereas SPRT focuses exclusively on sport management and business. Health's existing program is not slated for offering at Markham Campus. The Kinesiology and health science degree that concentrates on sport management offers kinesiology students a few courses in sport management, but the range of courses offered is limited. There is, however, potential for both programs to develop symbiotically through the future development of degree combinations as need and opportunity permit. The Markham Campus will host programs that are not at the Keele Campus, thus the Bachelor of Sport Management will be the only sports-related program on that campus.

Other Ontario Universities: There are several programs in Ontario, mostly focusing on sports through kinesiology and human kinetics programs, or concentrations in business programs. See: https://www.nassm.com/node/131

The closest comparator in Ontario are the Sport Management programs offered by Brock University and the University of Guelph. Brock University has a sport management degree offered through the Faculty of Applied Health Sciences. University of Guelph offers a major in sport management in the Bachelor of Commerce degree, with a narrower range in the courses offered versus the proposed SPRT program. Similarly, Laurentian University also offers a Bachelor of Commerce with a sports administration concentration.

The School of Human Kinetics (Faculty of Health Sciences) of the University of Ottawa offers an Honours Bachelor of Human Kinetics-Recreation and Sport Management (BHK). The University of Windsor offers a similar degree (Sports Management and Leadership) through the Faculty of Kinetics. Western University offers a sport management concentration in the School of Kinesiology, Faculty of Health Sciences. It is important to note that all the university-based sport degree programs are outside of Toronto/Greater Toronto Area. That is, SPRT will be the only such degree in the GTA.

Two colleges in Ontario also offer advanced diplomas in relevant areas: Niagara College and St. Clair College. The Sport Management program at Niagara College is administered through the School of Hospitality, Tourism and Sport, while the Sport and Recreation Management program at St. Clair is housed in the School of Business and Information Technology. These are not degree programs but are three-year credentials that focus on employment training, for example, in a community recreational centre. They do not offer the same breadth or depth of courses as degree-level curriculum. While these programs are not direct competitors with SPRT, they do offer a relevant pathway to students who begin their postsecondary education in the college sector and then decide either to upgrade after completion of the advanced diploma or to transfer into the degree midway through their studies.

The SPRT program focuses on three core aspects of the University's mission, including the priorities articulated for the establishment of the Markham Campus: innovation and change, new technologies, and a heavy emphasis on experiential learning. These priorities will be addressed through a wide array of sport management courses – both foundational and those that are more closely aligned with the three areas (see Section 4 below); opportunities for students to complete minors in complementary areas, for instance, in entrepreneurship; and, applied learning.

3.2 Brief description of the need and demand for the proposed program

Toronto/Greater Toronto Area is the only large metropolitan sports area in North America (that is, with three or more professional sports teams) without a university level sports management program. The proposed program will fill the void in the Toronto/GTA market. In this high demand/considerable student interest situation, it would not be difficult to achieve a steady state of close to 500 students in seven years, especially that the target student recruitment catchment area will be global. As an exemplar, the Sports Management MSc program at Columbia University in New York

City leverages its connections with the major sports teams in the New York area through direct access to industry events, panels, and speakers, as well as relationships with several of the sports teams such as the Yankees, Knicks, and Mets. These networking opportunities, as well as internships and employment opportunities have helped the students and the program. Geographical proximity to these resources is critical to their success.

York's new campus will be located in Markham, a part of York Region. The Economic Development Action Plan 2020-2023 of the Region Municipality of York states among its initiatives "Engaging in further post-secondary attraction efforts will help increase talent in the Region, creating new opportunities for research and innovation and supporting business growth" and more specifically indicates that "based on the 2016 census, collectively, the tourism, arts and cultural sectors account for over 81,000 jobs in the Region" where sports-based shows and events are an integral part.

Figure 1: York Region status and initiatives (Source: York Region. The Economic Development Action Plan 2020- 2023)

Of particular interest for this academic proposal are the estimates of the weight of the sports sector in the economy. The Ministry of Heritage, Sport, Tourism and Culture Industries reports on its website that "Sport and recreation are important sectors to the physical, emotional and economic well-being of Ontarians. Ontario's total

Figure 2: Change in Employment and Population, 2003-2018
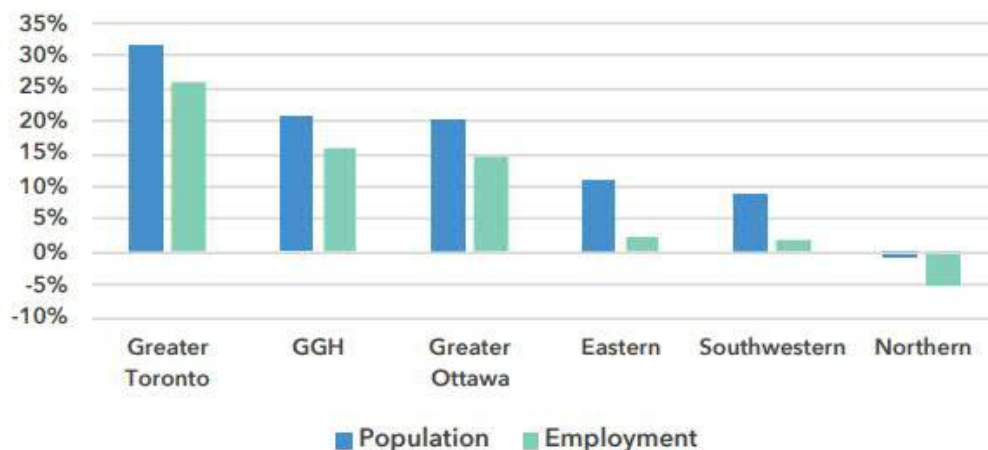
Note: GGH excludes GTA. Eastern excludes Greater Ottawa.
Source: Statistics Canada. 2018. "Labour force characteristics by province, territory and economic region, annual" (Table 14-10-0090-01).
https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410009001.

household spending on amateur sport was estimated to be $12.6 billion in 2013. In 2012, the average Canadian household spent $3,773 on recreation. Approximately 98% of Canadians believe that recreation and parks are essential services. In the summer of 2015 Ontario hosted the Pan Am/Parapan Am Games, the largest multi-sport event ever held in this country. At the 2016 Olympics in Rio, Ontario athletes represented 45% of the Canadian Olympic Team." Further on, it documented the extensive number of people involved in various roles: "in Ontario, there are 121,000 coaches and 58,000 officials.[1] In this context, the Ontario Chamber of Commerce re-port titled "The Great Mosaic: Reviving Ontario's Regional Economies" recognizes the GTA as the most dynamic in the province.

There are new and emerging needs of the sports industry that SPRT will address. For instance, issues related to mental health, as exemplified with the recent experiences by Simone Biles and Naomi Osaka, point to a need for further course-based research and scholarly examination of this issue. In terms of event and financial management, the recent PanAm Games in Toronto/Ontario were plagued by managerial issues and cost overruns. More recently, a study on varsity sports in Ontario reported "rampant systemic racism"[2], with whites comprising about three quarters of the province's

[1] http://www.mtc.gov.on.ca/en/sport/game-on-the-ontario-governments-sport-plan.shtml

[2] https://www.cp24.com/news/ontario-university-sports-are-overwhelmingly-white-report-finds-1.5637077;
https://kpe.utoronto.ca/sites/default/files/oua_anti-racism_report-final.pdf

administrators and about two-thirds of the student athletes. The report also found that there are "low rates of recruiting, hiring, retention, and promotion of racialized student, staff, and faculty, despite large pools of candidates to draw from". The SPRT program help students and professors study these issues within a context of proactive change by systematically incorporating them into the courses/curriculum, as well as student and faculty research, and partnerships with community organizations, other universities, and the government.

Interviews were conducted with sports leaders and those heading amateur and professional organizations, including Field Hockey and Athletics Ontario (Appendix 6). Having assessed the state of the market, these organizations have concluded that this program will be successful.

Recent job postings by popular sites such as Indeed, LinkedIn, and Glassdoor, among others, suggest that there are labour market needs for post-secondary graduates in the field of sport management and related areas. For instance, in a search that was restricted to the Greater Toronto Area, there were 290, 980, and 350 job listings on Indeed, LinkedIn, and Glassdoor[3], respectively (accessed on October 15, 2021). While several jobs were cross advertised on these sites, this evidence suggests a significant job market for graduates. The employment opportunities are for graduates in such areas as:

- College and university athletics in sports information, rules compliance, marketing, academic advising, ticket operations, facility and event management, or general administration.
- Professional sports teams working in ticket sales, community relations, corporate sponsorship, facility management or financial operations.
- Sports associations and federations, such as the Canadian Olympic Committee, Athletics Canada, and Canadian Tennis Association, among others, that govern amateur sport.
- Outdoor adventure industry.
- Recreational programs with clubs, sports and community centres, and programs in higher education.
- The sport equipment industry, including manufacturing, advertising and sale of sports equipment and apparel.
- Sport Entrepreneurship, such as sporting goods stores, gyms, and sporting domes.

Typical jobs include the following:

- Marketing Manager
- Analytics Coordinator

[3] https://www.glassdoor.ca/Job/toronto-sports-jobs-SRCH_IL.0,7_IC2281069_KO8,14.htm
https://ca.indeed.com/Sports-jobs-in-Toronto,-ON?vjk=2aeedcddd0a7c5bd
https://www.linkedin.com/jobs/sports-jobs-toronto-on?originalSubdomain=ca&position=1&pageNum=0
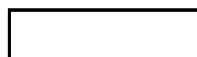
- Athlete Development Specialist
- Corporate Partnerships Manager
- Business Development Coordinator
- Contract Administrator
- Contract Negotiation Manager
- Event Coordinator
- Sales Adviser
- Facilities Manager
- Client Experience Coordinator
- Financial Analyst
- Marketing Consultant
- Operations Manager
- Public Relations Manager
- Sales Coordinator

4. Program Curriculum

4.1 Program requirements and program innovations/creative components.

SPRT will be offered as an honours degree program (120 credits). While the Bachelor (90-credits) degree will be completed through the curriculum requirements from Years 1-3, the fourth-year courses will contribute to the honours degree.

The degree will satisfy LA&PS/MC curriculum requirements, viz., 21 credits of general education and a minimum of 18 credits outside the major.

More specifically, the curriculum will be structured as follows:

Year 1: General Education – 21 credits; core foundational
courses (major) 9 credits
Year 2: Major 15 credits (core 9 credits; electives 6 credits); Minor or Additional 15 credits
Year 3: Major 15 credits (core 9 credits; electives 6 credits); Minor or Additional 15 credits
Year 4: Major 21 credits (core 9 credits; electives 12 credits); Minor or Additional 9 credits

In the first year of the program, there are three SPRT courses listed to be delivered: Introduction to Sprt Mngt, Sport in Society, and Sport and Psychology (see Appendix 2). All three courses will be fully developed before the start of classes in Fall, 2023, by current faculty (Dr. Singh, Dr. McPherson, and Dr. Ducharme, respectively). In the second year, the program will have a complement of four FT faculty dedicated to Sprt Mgmt (two in Year 1 and 2 in Year 2). They will fully develop the three core and three elective SPRT courses. Courses in the third and fourth year will be fully developed in Years 1 and 2 of the program. By Year 4, the program will have an FT complement of seven faculty.

It is expected that all the sports courses will include experiential components, including the combination of case studies, simulations, and site visits/field studies.

Students will have access to two, high-impact experiential learning opportunities with a sports-related establishment/organization via two practicum courses. The first course will expose the student to a sports environment where they can apply their skills and knowledge and learn from the organization. Students will be exposed to key issues in both amateur, recreational, and professional sports organizations through a hands-on approach.

The second practicum course will concretize the experiences from the 3000-level course with the goal of preparing students for long-term employment.

The program uses a blend of courses that are established in the sport management discipline and those that focus on three vision-related themes at York University/Markham Campus to make it unique and innovative. The three integrated areas are:

- Innovation and entrepreneurship in sports: this is done through core courses in entrepreneurship and innovation, as well as courses that integrate these themes, such as Sport Leadership, and Sport Communications and Community Relations.
- Technological Change: This material will be implicit in almost all the courses, and explicit in several courses, such as Sport Analytics and E-Sports.
- Experiential Learning: many courses have significant components that are experientially oriented including the Capstone Course/Strategic Sport Management, Sport Marketing, and Sport Finance and Accounting; additionally, two employer- and community-focused EE opportunities are geared to hands-on learning.

The SPRT program aims to drive innovation and entrepreneurship in the sport management field.

The required courses cover four broad areas: sports foundations, business/management, transformational technology, and innovation (please see progression chart attached). Experiential learning is integrated into these courses. Please see attached chart (Appendix 2).

4.2 List of courses that will be offered in support of the program.

Please see Appendix 2 for a table of program courses and Appendix 3 for course progression.

4.3 Anticipated class sizes.

Class sizes will be typical for the core university and faculty general education courses at York. For the sport management courses, when the steady state is achieved, the size will vary from 30-40 in third- and fourth-year courses, to 60-70 in the first- and second-year courses. Please see Appendix 5 for the projected enrollments.

4.4 Program requirements as they will appear in the Undergraduate or Graduate Academic Calendar.

Please see attached Appendix 4.

5. Program Structure, Learning Outcomes and Assessment

5.1 Program Learning Outcomes and Assessment

a) Program learning outcomes

Upon successful completion of the SPRT degree, graduates will be able to:

LO1. Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, financial, sociological, and psychological underpinnings and issues.

LO2. Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovative and creative solutions to present and future industry challenges based on these connections.

LO3. Apply an understanding of business and management foundations to sports-related situations, products, and brands, especially as related to the local and national contexts.

LO4. Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues.

LO5. Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences.

LO6. Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sport management practices

LO7. Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employee those skills in real world situations such as developing an entrepreneurship and marketing plan for a new product or service

These objectives align with objectives from similar programs as well as as the needs indicated in recent job ads in the Greater Toronto Area and beyond[4] and feedback from stakeholders:

In reference to the degree level expectations proposed by the Ontario Universities Council on Quality Assurance, our learning outcomes provide Depth and Breadth of Knowledge (LO1, LO2, LO6), Knowledge of Methodologies (LO2, LO7); Application of Knowledge (LO2, LO3, LO4), Communication Skills (LO2, LO5, LO7), Awareness and Limits of Knowledge (LO4, LO6), and Autonomy and Professional Capacity (LO3, LO6, LO7). See Appendix 1 for an outcome map that demonstrates this.

[4] https://ca.indeed.com/Sports-jobs-in-Toronto,-ON?vjk=9f6f07765d15baa5

https://www.linkedin.com/jobs/sports-jobs-toronto-on?originalSubdomain=ca&position=1&pageNum=0

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

The learning outcomes will be achieved through the curriculum via classes, special projects, and practicum. Relevant reading material will be included in the various courses; research projects will be integrated into coursework; and field exercises, simulations, and case studies, for instance, will be employed to help with deep learning.

An integrated field project will also be included in the Strategic Sport Management/Capstone course. This will help students demonstrate achievement of the learning objectives in a holistic manner. This project will involve students getting immersed with a "realworld issue" fac- ing an organization (or organizations) and then doing an in-depth empirical study of the issue drawing from the key areas of the program, in- cluding innovation and change. For instance, new ways of addressing racism in sports in a specific organizational context. Further, courses will be developed to support the development and application of specific business and management skills. For instance, for sport entrepreneurship course, students should be able to develop a financing plan within the timeframe of the course to secure at least $10,000 in funding for a project. Similarly, for the Sport Analytics course, students should be able to use historical and current team and league data in the Major Leagues to predict the top five teams (in terms of overall points standings) in the next season.

Please see Appendix 1 for the program curriculum map to demonstrate the above.

c) Describe how student achievement of each of the program learning outcomes is assessed, how that assess- ment is documented and how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes.

The program learning outcomes will be assessed through a variety of methods, taking into consideration the skills and compete ncies required by the sport sector. First, academic-only courses especially those at the lower level that introduce and develop foundational knowledge and skills for scaffolding to upperlevel courses (e.g. smaller writing assignments at the 1000 -and 2000-level that prepare students for more complex case work in upper-level courses). Learning will therefore be assessed mostly by traditional means—i.e. a combination of assignments, quizzes, tests and exams, with each such assessment instrument mapped to course learning outcomes. Second, as a mechanism to allow students to b e as- sessed for larger projects where they need to present verbally, document context and outcomes, and propose solutions.

For practicum courses, the learning outcomes will be further assessed through reports from the students' f ield supervisors and individual papers/re- ports by students on their experiences, linking the field material with related theory and research.

There are also many more coursework assignments than exams, again reflecting a professional orientation.

Formative assessment will be used throughout and takes a wide variety of forms e.g. interaction in class; peer feedback on in-class presentations; workshop activity with feedback; online quizzes, and instructor feedback on project work.

The curriculum maps presented in Appendix 1 show that program learning outcomes are assessed throughout all years or the program to reflect that these courses provide students with opportunities to demonstrate higher-order learning—such as the ability to synthesize diverse concepts—in a culminative way (i.e. which requires students to have integrated what they have learned throughout the program to be successful in the third and fourth years).

d) Describe how the program will document and demonstrate that, upon graduation, students will have achieved all degree level expectations as specified by the program learning outcomes. How will this information be used to inform continuous improvement of the program?
(For more information: https://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-6-a-and-b/)

To document and demonstrate that, upon graduation, students of the Sport Management program have achieved the degree-level expectations as specified by the program learning outcomes, there are several mechanisms available. First, the curriculum maps in Appendix 1 show the relationship of the courses to program outcomes and the degree-level expectations. As discussed previously, program courses will be designed to integrate assessment methods that are appropriate to the outcomes and expectations being assessed in students. Assessment design and implementation for the program will also be supported by the Faculty's Teaching and Learning portfolio, in which there are instructional design and program evaluation specialists who can both support the formative review of student success in the program between CPR years as well as collaborate with instructors and faculty to innovate assessment strategies that are aligned to the University's Grading Scheme Policy, sensitive to principles of academic integrity (including natural justice), and that integrate new technologies as appropriate.

These documents, once approved as part of this proposal, will be included in the program's cyclical program review as the program and its curriculum evolve and receive external feedback. The Faculty also gathers anonymized student data regarding course enrolment patterns throughout the Faculty to visualize and analyze trends. In terms of the degree level expectations, these dashboards can help program leaders to identify grading outcomes in individual courses or programs by criteria such as year or term, year-level, section, major/minor of the student, etc. This information, when reviewed routinely, is helpful in a number of ways. First, it is easier to identify from a global view of the program and Faculty courses where students may struggle academically. Combined with additional student success measures in place within the Faculty—such as the early alert system—measures can be taken to both proactively support students currently enrolled

in the program courses as well as to review those courses against other criteria (delivery mode and schedule, for example) to determine when and what type of curricular renewal or pedagogical strategies might better situate the course to prepare students to meet the program's outcomes and the degree-level expectations.

e) Include a description of the progression requirements for the degree program and the graduation requirements.

Please see Appendix 3 for the progression chart and the link to the program's core areas. Progression and graduation requirements for the program align to the University's current Honours progression requirements. It is important to note that a foundational revision to the University's grading scheme is underway and we will update our progression requirements to align with the new framework.

Graduation Requirements:

Graduation requirements are set out by the Faculty Rules for all undergraduate programs in the Faculty of Liberal Arts & Professional Studies and align to relevant University policies such as the established grading schemes.

· Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits re quired in each undergraduate degree program major/minor must be taken at York University;
· Graduation requirement: students must successfully complete (pass) at least 90 credits for a bachelor and 120 credits for an honours, which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00;
· General education: to fulfill the liberal arts & professional studies general education requirements students must   take 21 credits of general education including: 6.00 credits in natural science (NATS); A 9.00 credit approved gen- eral education course in the social science or humanities categories; and a 6.00 credit approved general education   course in the opposite category to the 9.00 credit course in the social science or humanities already taken.

- Major/minor credits: as defined by the specific program; a minimum of 42 credits (honours Bachelor) or 30 credits (Bachelor), including at least 18 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 (honours); at least 18 credits at the upper level (normally taken at 3000-level). these totals include upper-level credits within the major.
- Credits outside the major: at least 18 credits.

5.2 Proposed mode(s) of delivery

The program is course-based , with a practicum component. The material will be delivered in classroom (or online, if necessary) settings through structured course work. This will vary by course, as per the learning outcomes. While some courses will use primarily classroom instruction, other courses will be infused with significant experiential learning, including case analysis and discussion, simulations, and field visits. These delivery methods will help students achieve the learning outcomes.

Experiential education is a core element of the SPRT degree. It will include, among other pedagogical tools and methods:
- Case studies: this will include studies on successful and not-so-successful sports organizations based on published material. Students will be required to apply their sport management knowledge to "solve" cases, in a legal, ethical, and socially responsible manner.
- Simulations: These "games", representing "real-world" scenarios, will be developed/used to test students' knowledge using data related to, among other things, finance, economics, markets, events, consumer trends, fans' preferences, and crowd control.
- Practicum: Students will be required to work in sports settings, such as sports stores, stadia, professional teams and clubs, professional associations, and in the media. Their experiences and learning will be assessed through reflections, reports, and term papers.
- An entrepreneurial project: Students will be required to conceptualize and develop a plan for a small business in sports. This may include sports gadgets, specialty sports stores, niche clothing, and training programs and facilities. This will be part of the coursework for the entrepreneurship course and can be further developed in an entrepreneurship minor.

5.3 The Markham Campus is committed to providing students with professional career education and work-integrated learning opportunities where they interact directly with employers and community partners in both the classroom and the workforce, and through both individual and project-based learning. Resources and support have been available during the program development phase to inform faculty colleagues about experiential education activities, skill development and self-reflection and mechanisms for scaffolding these through an intentional course work progression to support student success throughout the academic journey. Ongoing support will ensure that students are supervised and assessed according to leading practices in work-integrated learning and experiential education in order to equip them with the

confidence in their ability to manage their future careers in a world where the only constant is change.

The program will benefit from a dedicated team of Work Integrated Learning and Experiential Education professional staff and leadership at Markham Campus, as well as from expertise and collaboration with Keele campus. A collaborative approach to employer and partner engagement will strengthen York's relationships within the community and encourage the type of innovative, interdisciplinary connections required to solve today's most complex challenges. This vision will be achieved through a centrally coordinated strategy, leadership and supports that are locally delivered within the program context.

6. Admission Requirements

6.1 Admission requirements

- Ontario Secondary School Diploma (OSSD)
- 12U English (ENG4U)
- 12U Math (either MHF4U or MDM4U)
- And four additional 4U or M courses

6.2. Appropriateness of requirements for the achievement of the program learning outcomes.

Because of the management component of the program, the proposed admission requirements reflect the current requirements for entry into the Honours Bachelor of Disaster and Emergency Management in the School of Administrative Studies at York. As a non-commerce management degree situated similarly within the same School but outside of the BCom, the proposed requirements will ensure that students have the academic preparation (particularly in terms of the level of math they will have completed), but with more flexibility to promote access to the program.

7. Resources

7.1. Strength and expertise of the faculty

While this is a new program, there are many scholars at York University who possess the relevant expertise to deliver the program and further develop it. The core courses and those in the minors will be taught by current and new faculty. The proposed new courses will be taught by both current full-time faculty who [would help/have helped] to develop these courses, as well as contract faculty (see below). The current faculty in business and human resource management, for instance, teach and conduct high-level research in their fields. They have published in top journals in business, written books used in university curricula, and won tri-council and other grants.

There will be a need to hire at least three new faculty members, over a three-year period, in the following areas: Sport Analytics; and Sport Management and Leadership.
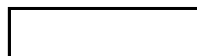
While staff can be shared with other Markham programs in the beginning, there will also be a need for a Program Assistant over the longer term.

7.2. Anticipated role of retired faculty and contract instructors in the delivery of the program.

Given the applied nature of the proposed program, there will be substantial input from contract faculty in several areas/courses, including Event Management, and Facility Management. Contract faculty will be professionals currently working in the field who will teach one or two courses per year and provide experiential education opportunities by bringing their daily work into the classroom (in line with the current practice at the School of Human Resources Management and the School of Administrative Studies).

7.3. Lab Space requirements.

All programs of instruction and fields of research will be accommodated in a new 10-storey building. The top two storeys of this building totaling 60,000 square feet will be shelled only. It is expected that as new spaces are required these floors will be developed to fulfill those emerging needs.

The plans currently include one instructional laboratory in each of the Physics, Biology, and Chemistry disciplines as well as a robust suite of preparation and support spaces. There are four state-of-the-art computer labs for instruction in Computer Science and Digital Technology designed specifically to support the Lassonde School of Engineering (LSE). Two additional computer labs will support other computational instruction.

There are two Marker Spaces, one in the Library and the other associated with Arts Media and Performance Design (AMPD) with comprehensive equipment suites in each which support the creation of content and objects using various digital and analog means. Both the Library and AMPD also house content creation and editing suites with well-equipped lending libraries of equipment for digital, film and sound. The Library also has a Gaming Lab, equipped with a large wall-to-wall multiscreen display and a comprehensive array of inputs and digital components permitting gaming and game development in almost any format.

AMPD has several studio spaces assigned. There are two Trans Media Studios which, as the name suggests, support creation and presentation of content in many media. These are intended for teaching and research use. There is a Physical Studio which can act as a black box Theatre, Dance Studio and/or multimedia performance. There is a Presentation Room for small group seminars and presentation of film/video. Finally on the main floor there is a Gallery for presentation of work in any media.

Faculty research project spaces have been provided for LSE and AMPD. A small server room has been included to support LSE researchers. Research activities by groups in

the Faculty of Liberal Arts and Professional Studies (LA&PS) will be supported in the Office Suite provided on floor 8, to the faculty.

There is also an Experiential Education Hub on floor 3 intended to provide administrative space and support for upper year student work on Capstone Projects and act as an intersection for work with Industry partners, students, and faculty.

7.4. Other Space Requirements.

Laboratory and general research space have been described in section 7.3 above. It is worth noting that as new research clusters are formed it is expected that they will be accommodated within space assigned to Faculty Offices or should the demand require it other spaces will be reassigned to this purpose until growth requires fit out of floors 9 and 10 to house larger groups.

Every Faculty has a suite of offices for faculty members and administrative staff. Each of these suites has access to meeting rooms of various sizes, networking lounge space, kitchenettes and various filing and storage facilities. Science, AMPD and LSE share the 7th floor. LA&PS occupies almost the entire 8th floor which is equipped as the other Faculties on floor 7 but also offers separate enclosed lounge/ study spaces for graduate and undergraduate students.

There are several large study areas in the Library to support varying degrees of activity and quiet. Rooms are furnished and designated to permit collaborative work, quiet study and mixed-use including study and socializing. Every floor in the building except floors 7 and 8 has informal student lounge and study space off the main corridors. On the classroom floors 4 and 5 there is also significant bench seating installed in corridors, equipped with power to allow students to connect their devices while filling in time between their classes.

Faculty administrative support is lodged with the faculty office spaces on floors 7 and 8. There is also a suite of offices for the Deputy Provost functions on floor 7. All faculty and staff offices are on floor 3 with the Library collection, study spaces, editing suites, Gaming lab and Maker space. All student Service functions including Advising, Counseling, Alternate Exam facilities, Supplemental Instruction and Tutoring are located on floors 1 and 2.

It is important to note the vast array of high-quality sports facilities available for students in this program. These include, among others, a professional football stadium, a professional soccer pitch and stadium, Olympics/Pan Am games level track and field facilities (both at the Keele Campus and in the City of Markham), and indoor hockey and swimming facilities. Arguably, these facilities are among the best at any university in Canada.

7.5. *Academic supports and services*

The proposed program will be supported and supplemented by a suite of academic success supports and services that contribute to the quality of the program and the success of students. They include academic advising, accessibility services, general learning skills (eg. time management, critical thinking, reading and note-taking), discipline specific supports (e.g. writing and numeracy skills), and peer-based learning supports such as peer tutoring and Supplemental Instruction. Students' sense of belonging and community within their program is strengthened through a robust first year orientation and transition program, the active involvement of peer mentors, and a program specific student club/organization. To round out the student experience, students will have access to both in-person and remote student services delivered by staff based at Markham and Keele campuses. Wholistic student services include registrarial services, student finances and bursaries, health and wellness support and programs, and student activities and involvement programs.

The SPRT will be adequately served by York's technology personnel, at the Keele campus and in Markham. Students and faculty will have access to appropriate computers, software, and accessories. They will also have access to the university's libraries and recreational facilities.

7.6 *Advisory Council*

An advisory council constituted by sport professionals, employers, and faculty will be established. This body will offer advice on curriculum and other issues. It will help to ensure advancements in the field and appropriateness of the program over time.

7.6 *Program Funding*

The program will be funded through student fees and governmental transfers as per other regulated programs on campus. The fees will be similar to other professional programs in LA&PS.

Table 1 – Listing of Faculty

Full-time faculty is to be announced.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
New Faculty	School of Sport Management, LA&PS	Sport Analytics
New Faculty	School of Sport Management, LA&PS	Sport Administration/Management
New Faculty	School of Sport Management, LA&PS	Sport Communications
Parbudyal Singh, Professor	School of HRM, LA&PS	Human resource management
David Doorey, Associate Professor	School of HRM, LA&PS	Sports Law
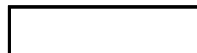
Faculty Name & Rank	Home Unit	Area(s) of Specialization
Andreas Strebinger	Assistant Professor School of Admin Studies, LA&PS	Sport Marketing
Hyunwoo Lim	School of Admin Studies, Sport Marketing, LA&PS	Sport Marketing, Sport Data Analytics
Mary Jo Ducharme, Associate Professor	School of HRM, LA&PS	Sport Psychology
Estee Fresco, Assistant Professor	School of Communications and Media Studies, LA&PS	Sport Communications
Tracy Supruniuk, Contract Faculty	Department of Sociology, LA&PS	Sport Sociology
Kathryn McPherson, Professor	History Department, LA&PS	Sport and Society, Sport History

8. Enrolment Projections

8.1 The proposed program will be launched in September 2023. Annual enrolments will average around 100-125 in 2023-2026, for a steady state of approximately 430 in Year 6/7 (2028/29).

9. Support Statements

See Appendix 7

- 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
- 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
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

10. Curricula Vitae of the Faculty

Current CVs should be submitted along with the new program proposal *as an independent document* complied in a PDF document, in alphabetical order, with a table of contents. Where appropriate, a program may have separate sections for faculty members who hold full-time (including CLAs) positions at York, retirees, and adjunct appointments. CVs should be submitted in the format relevant to the proposed program.

Appendix 1

Curriculum Map

Degree in Sport Management

Both the general and honours degree requirements are mapped to show they both meet all the PLOs and DLEs

		A	B	C	D	E	F
		Depth and Breadth of Knowledge	Knowledge of Methodologies	Application of Knowledge	Communication Skills	Awareness of Limits of Knowledge	Autonomy and Professional Capacity
LO1	Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, cultural, financial, sociological, and psychological underpinnings and issues	1					
LO2	Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovation, creative solutions to present and future industry challenges based on these connections	1	1	1	1		
LO3	Apply an understanding of business and management foundations to sports-related situations, products, facilities, and brands, especially as related to the local and national contexts			1			1
LO4	Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues			1		1	
LO5	Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences				1		
LO6	Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sports management practices	1				1	1
LO7	Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employee those skills in real world situations such as developing an entrepreneurship and marketing plan for a new product or service		1		1		1

SPORTS MANAGEMENT COURSE MAPPING

		Introduction to Sports Management	Sports and the Legal Environment	Sports in Society	Sports Marketing and Public	Facility Design and Management	Governance and Policy in Sport	Management of Sports Industries	Sports Communications	Sociology of Sports	Sports Analytics	Esports	Sports Finance	Sports Entrepreneurship	Sports Management Internship I	Sports and Psychology	Count of Outcomes Year 1-3	The Economics of Sports	International Sports Management	Sports Leadership	Sports Ethics	Development of Canadian Sports	Sport Event Management	Sports Management Capstone	Sports Management Internship II	Count of Outcomes
LO1	Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, cultural, financial, sociological, and psychological underpinnings and issues	1	1	1						1			1			1	6	1				1	1	1		11
LO2	Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovation, creative solutions to present and future industry challenges based on these connections			1	1	1	1							1	1		6	1		1				1	1	10
LO3	Apply an understanding of business and management foundations to sports-related situations, products, facilities, and brands, especially as related to the local and national contexts				1	1	1	1	1		1	1	1	1	1	1	10	1					1	1	1	14
LO4	Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues	1	1				1	1									5			1	1			1		8
LO5	Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences				1			1	1		1	1					5					1	1	1		8
LO6	Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sports management practices	1	1						1								3	1			1	1		1		7
LO7	Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employee those skills in real world situations such as developing an entrepreneurship and	1			1			1	1			1	1		1		7			1			1	1		10
	Subcount of outcomes per course	4	3	3	3	2	3	4	3	2	2	2	3	2	3	2	13	3	2	3	2	3	3	1	3	21

Appendix 2

Program Courses

Course	Unit	Course#	Credits	Short Course Description	Existing (E) or New (N)
				Year 1	
General Education/ First Year Experience	MC Courses		Up to 21	Students choose from existing courses in the sciences, technology, business, liberal arts, etc. at MC that satisfy Gen ed in LAPS	Offered at MC
Major/ Core	Bachelor of Sport Mngt	SPRT1010	3	**Introduction to Sport Management**: Historical and philosophical aspects of sport management are covered together with an overview of current issues, and career opportunities in sport management. Basic management and business principles to be covered.	N
Major/ Core	SPRT	SPRT1020	3	**Sport in Society**: This course is intended to provide an in-depth study of sport in society. The course includes gender and pay equity, Black Lives Matter and sports, Sports and the MeToo Movement and sports, race and culture, economics and social class, and the role of the media.	N
Major/ Elective	SPRT	SPRT1030	3	**Sport and Psychology**: The focus is on how people behave in sport settings: motivation, anger, fear, and how such emotions affect performance; how emotions can be moderated and how behaviors can be made more effective are covered. Issues related to stress, burnout and depression in sports will be addressed.	
Yr 1Credits			30		
				Year 2	
Major/ Core	SPRT	SPRT2010	3	**Sport Marketing**: This course introduces students to marketing concepts and theories. . The course	N

				specifically focuses on theories and methods sport marketers can utilize to build relationships with consumers in sport industry. Topics include sport consumer behavior, market analysis, situational analysis, marketing plan processes, promotional activities, advertising, and corporate sponsorship. Students should leave this course knowing how to develop an integrated marketing plan.	
Major/ Core	SPRT	SPRT2020	3		**Management of Sport Industries**: This course builds on Introduction to Sport Management and provides students with a more in-depth discussion of the principles of management applicable to the administration of sport organizations and innovations, including planning, controlling, organizing, staffing, and directing of the various activities necessary for organizational effectiveness. Students will also discuss the breadth of career opportunities within the sport industry.	N
Major/ Core	SPRT	SPRT2030	3		**Facility Design and Management**: This course is designed to introduce students to facility design and management in the sport industry. The course will discuss theories and concepts utilized in the planning, construction, and management of new and existing sport facilities as well as guidelines for evaluating the sustainability and life cycle of existing facilities.	N
Major/ Elective	SPRT	SPRT2040	3		**Governance and Policy in Sport**: This course is an examination of the integration of management theory with sport governance and policy development practice. The course provides	N

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				students with an understanding of the authority, organizational structures, and function of the major governing bodies in the various segments of professional and amateur sport organizations at the local, national, and global levels. The study of policy development in educational, non-profit, professional, and international sport organizations in relation to governance issues will also be addressed.	
Major/ Elective	SPRT	SPRT2050	3	**Sociology of Sports**: Sport sociology provides tools through which to develop informed insight into the matters that are at the foundation of contemporary policies and debates about sport. This course introduces students to the uses of sociological ideas and methods in the analysis of con-temporary sport issues, including gender and race	
Major/ Elective	SPRT	SPRT2060	3	**Sport Communications and Community Relations**: This course examines the application of communication theories to the sport industry. Various media are explored in detail with a focus on message development, image building and crisis management for sports through these media. Strategies for the acquisition, storage, analysis, and use of customer and supporter data will be covered. The use of social and digital media and their relationship with innovation will be emphasized.	N
Minor/ Electives or Additional	MC courses		15	5 courses/15 credits Entrepreneurship Business Analytics Accounting	N/E

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				Finance, etc.	
Yr 2 Credits			30 (15 in the major, 9 core and up to 6 electives; 15 minor or additional)		
				Year 3	
Major/ Core	SPRT	SPRT3040	3	**Sport and the Legal Environment**: Legal aspects as they relate to professional and amateur sport institutions. An analysis of legal problems and issues confronting sport executives such as: intentional torts, negligence, contract law, employment law, and other issues that can be found in youth sport, college/university, and professional sport. The course will focus on the application of legal concepts in sport settings	N
Major/ Core	SPRT	SPRT3010	3	**Sport Finance & Accounting**: This course examines financial and accounting considerations relative to Sport Management, including: budgeting, fundraising, financial statements and accounting, and the economic impact of sport events. Emphasis will be placed on hands-on learning and practical finance and accounting skills for sports professionals.	N
Major/ Core	SPRT	SPRT3020	3	**Sport Entrepreneurship**: This course is an introduction to sport entrepreneurship principles, including product development, sales and distribution, social media, fundraising, valuation, and exit strategies.	N

BComm

Major/ Core	SPRT SPRT3030 3			**Sport Management Practicum I**: This course is designed to provide sport management students with practical work experience in a sport management environment.	N
Major/ Elective	SPRT	SPRT3050	3	**Sport Management Analytics:** This course provides a review of financial, statistical, and mathematical models as they relate to sports team performance, administration, marketing, and business management. Students will work with data and models relating to sports team performance, tactics, and strategy. Students employ modeling methods in studying player and team valuation, sports media, ticket pricing, game-day events management, loyalty and sponsorship program development, and customer relationship management. Issues around data acquisition, analysis. protection, and usage as well as privacy will also be covered.	N
Major/ Elective	SPRT	SPRT3060	3	**E-sports:** This course provides students with knowledge and skills required in the gaming industry and electronic sports (E-Sports). Students are introduced to the growth and structure of the esport industry, esport design, and management. Students will gain hands-on experience hosting esport events and develop knowledge and skills required by the sport and esport industries.	N
Major/ Elective	SPRT	SPRT3070	3	**The Economics of Sports:** The goal of this course is to apply basic economic tools to specific questions	

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				critically examined through theory and practice. Topics such as creating and sustaining inclusive-ness; and intersectional axes of inequality.	
Yr 3 Credits			30: Major 15 credits (core 9 credits; electives 6 credits); 15 Minor or Additional credits		
				Year 4	
Major/ Core	SPRT	SPRT4010 3		**Sport Management Practicum II**: This course is designed to provide sport management students with practical work experience in a sport business setting. This supervised practicum builds upon Practicum I to provide the student with additional exposure to the sport industry. Written assignments are required components of the practicum.	N
Major/ Core	SPRT	SPRT4020	3	**Strategic Sport Management Capstone**: An integrated approach to sport management using case studies and experiential exercises. A strategic approach to all aspects of sports management. This course will include an experiential project where students integrate relevant key aspects of the course in a holistic manner.	N
Major/ Core	SPRT	SPRT4030	3	**Equity, Diversity and Inclusion and Sports:** Provides an understanding of diversity and inclusion prac-tices in sport organizations and society. Issues of inequality and discrimination are	N

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				and problems in the sports industries. These tools include supply and demand analysis, basic game theory, wage determination in competitive and monopsonistic models, theories of the firm, models of imperfect competition, and probability.	
Major/ Elective	SPRT	SPRT4040	3	**Sport Leadership**: This course provides and in-depth study of leadership styles and their importance in the field of sport. It will focus on theories and practice of effective leadership, with a focus on the innovation and creativity in the sports sector.	N
Major/ Elective	SPRT	SPRT4050	3	**Sport Ethics:** This course will focus on the exploration of contemporary values, issues, and controversies associated with sport and sport management. Current issues, ethical dilemmas in the sport environment, race and gender, organi-zational responsibility, and professional ethics will be discussed.	N
Major/ Elective	SPRT	SPRT4060	3	**Event Management**: This course will help students develop the skills necessary to manage sporting events, including contingency planning, logistics, working with vendors, financing, ticketing and admissions, seating design and controls, sponsor and supplier agreements, risk management and insurance, marketing events and licensed merchandise, finding sponsorship, working with governmental agencies, and scheduling tournaments and matches.	N
Major/ Elective	SPRT	SPRT4070	3	**Risk Management:** This course provides students with an overview of legal liability and negligence in	N

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				the sport industry. Students learn how to identify risks in their work, well as techniques to manage and minimize the potential for harm. These skills are needed to help minimize the likelihood of liability lawsuits.	
Minor/ Electives			9	9 credits	
		Special Topics		Topics such as: Advanced sport law; Sports tourism; Sport Human Resource Management, and Advanced Data Analytics.	
Yr 4 Credits			30 (21 major: 9 core and 12 electives; and 9 electives or additional courses		
Overall Total			**120 credits**		

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Appendix 3

Degree Progression

Degree in Sport Management

Not copied for Senate; available upon request

Appendix 5

Projected Enrollment Table

Degree in Sport Management

Not copied for Senate; available upon request

Appendix 6

External Appraisal Report

Summary of Changes in Response to External Appraisal Report

Degree in Sport Management

York University Quality Assurance Procedures (YUQAP)
New Program Appraisal

External Appraisal Report on the Proposed New
B.A. Degree in Sports Management

Please provide feedback, as appropriate, on the evaluation criteria provided below.

October 4, 2021

External Reviewer(s)

Gil Fried, J.D.
Professor and Department Chair
Administration & Law Department
University of West Florida
gfried@uwf.edu
203-606-4523

1. Outline of the Visit

☐ Who was interviewed?
Zoom interviews were conducted on September 23, 2021, with:
Lyndon Martin, Vice Provost Academics
Alice Pitt, Senior Advisor
Parbudyal Singh, Director/Professor of Human Resource Management
John-Justin McMurty, Dean, Liberal Arts and Professional Studies
Sean Kheraj, Associate Dean Programs (LA&PS)
Anita Lam, Associate Dean, Teaching and Learning (LA&PS)

☐ What facilities were seen
Due to the Covid related restrictions no facilities were viewed. I was sent photos and learned about the facility being built.

☐ Any other activities relevant to the appraisal
I examined curriculum from other programs in the United States. While curriculum for sport management programs in Canada are slightly different than those in the United States, programs in the United States are often perceived as leading the industry since so many sport related businesses and entities are based in the United States. It should be noted that most United States degree are four years degrees, and the proposed degree is three years. However, I also ran a three-year accelerated program at the University of New Haven.

2. General Objectives of the Program

☐ Is/are the program name and degree designation(s) appropriate?
Many programs in the United States are BS programs rather than BA programs. This is especially true in business school based programs. Most students would not know the difference and the BA vs. BS distinction should not impact the degree. The degree is called sports management. The plural version of sports is frowned upon by many sport management educators. This is especially acute in Canada where Canadian members of the North American Society of Sport Management (NASSM) have often raised the distinction. Thus, I would recommend calling it sport management in the singular. If the name were to eb changed, I think it might be refreshing to explore a brand new moniker to distinguish the program such as Sport Entrepreneurship or Strategic Sport Business- as examples.

☐ For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?
N/A

☐ Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

I found the objective clear and they seemed to be consistent with the University and Faculty missions and academic plans. I was a bit concerned with such a large focus on social justice in the proposal. While this might be a current part of the Faculty's academic plans, things could change quickly and tying the curriculum to a given perspective could be dangerous and turn-off some students. The proposal mentions at one point pay equity for women's sports. This is a timely and important topic, but nothing to build a curriculum around as knowing basic legal and ethical requirements would address such issues from a theoretical perspective, but on a day-to-day basis most sport management graduates would never deal with this topic. It is similar to how some curricula in the United States examine antitrust law in professional sport, but students would only deal with this issue if they went to law school and worked for a handful of top tier law firms, and no sport experience is necessary to handle those types of claims.

3. Need and Demand

☐ Is there sufficient explanation of need/demand for the program?

There was sufficient explanation of the demands for the programs. The Toronto area is a large metropolitan area with a large number of sport related businesses. Based on York's location and the lack of serious local competition in this space I think the program can leverage the existing location. However, the sport world is very small and York will not be just competing and leveraging the Toronto market. There are programs in other areas of Canada, throughout the United States, and a number of international programs-especially in Europe that also represent a potential challenge. While this challenge will primarily relate to those pursuing a master's degree, there will be those who want to study soccer/football in Europe or esports in California as an example. That is why the program will need to have a dedicated focus that will not just attract local students, but draw students from throughout Canada (and further) due to the innovative degree and direction.

I am not sure if there is a demand for 500 students and how the program can prove the high demand. Reference is made in the proposal to other programs such as Columbia University's program (which is a graduate program in continuing education) and how it can leverage the New York market. I helped launch the program at Columbia and it has become a money maker. The teaching quality though is very weak because they exclusively use adjuncts who do not have the time to really spend time with students and help them with their job search.

I would encourage the program to explore job listings in the sport market to help prove the case for how many jobs are out there and what degrees are needed for those jobs. Are more advanced degrees required? Most entry positions do not even require college experience and advanced positions often require an MBA or simialr advanced degree.

4. Program Content and Curriculum

☐ Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.

The faculty spent a lot of time developing the curriculum. I am not trying to bash them. I just felt the curriculum was plain vanilla. There was nothing that stood out that the curriculum was innovative or a "wow" course or series of courses. For examples, there were two classes focused on sport sociology. Why so much emphasis? Most programs in the United States have only one such course, and that course is often taught outside a sport department (such as in a sociology faculty rather than business). There are some classes I think can be great such as sport entrepreneurship and creativity and innovation is sports (remember that besides the program name the courses should also be sport in the singular). However, the course descriptions need to focus on hard skills students will learn rather than appearing to be survey courses with no teeth. It also appears that the curriculum was designed to cover as many bases as possible while several courses could be folded together. For example, sport ethics could be included in the sociology, sport law, and other courses rather than having a standalone sport ethics class.

□ For undergraduate programs, comment on the appropriateness of the anticipated class sizes. For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?

I am for smaller class size. Having 60-70 students in the entry classes can lead to weeding out some students, but it also makes covering the topics that much more difficult. The 30-40 class size is much better for hands on learning. The scale envisioned by this program will require a bit of faculty. While some classes can be larger classes, some classes are better in a smaller format. This is especially true with high impact classes such as event management or capstone classes where you will need much smaller classes. One strategy I used at my prior institution was to have a class focused on event management principles and then a separate capstone class where students actually had to run real events. This is where they were able to apply everything they learned from throughout the program. They were able to apply concepts such as how to design an event, how to market for sponsorship, what insurance requirements existed, how to develop and follow a budget, etc….   The way the class was taught required each faculty member to review with the students what they covered in a prior course. Thus, when the students were looking at the budget, I would come in and refresh their memory as to what we covered, and then we would work on the budget. The faculty member who taught marketing would do the same thing as well as the faculty member who taught facility management. Thus, we were able to integrate what was covered in eight prior classes into a real capstone to summarize everything that had previously been covered, but now in an applied manner. This can only be done in small groups of 4-5 students. It might be beneficial to develop several cohorts of smaller students that have simialr professional interests to create a more collaborative and engaging learning environment.

5. Program Structure, Learning Outcomes and Assessment

□ Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?
I felt the learning goals and objectives for the program were not as focused as I would like. They seemed very basic and trying to address multiple audiences rather than identifying a key market and explaining why this program will delivery something unique and creative. The emphasis on how to use sport innovation as a vehicle for social change is a unique selling proposition- but the question I have is- selling what?   Those working in the sport space can talk about social change, but at the end of the day sport administrators need to develop and execute programs that engage customers/athletes, are conducted in a safe manner, generate publicity, sell items, and come in under budget. Those are industry specific skills. Yes, it would be great if these activities can be done with a social change agenda, but at the end of the day these are business focused skills that need to be homed in classes.

I understand that York's University Academic Plan (2020-2025) has an emphasis on innovation and social change, but find it hard to quantify those into SMART goals. I would have liked to have seen some detailed examples of how this could be executed, such as a program goal to develop youth sport leagues in underserved populations that increase participation by 25% after four years. I know that is specific- but that is something concrete around which a program can help build some exciting courses that develop real change. Right now the curriculum does not spark any concrete way to help reach the goal of innovation and social change.

Another example is the sentence- "[d]emonstrate foundational knowledge and understanding of fundamental principles requisite for success in the sport management profession." I found this sentence to be really "academic language" rather than what anyone from the industry would write. Be specific. What are the foundational knowledge elements? What are the fundamental principles? What are the positions undertaken by sport management professionals? These are the key questions and the more specific the language the easier it is to focus the program on really adding value.   Several areas are mentioned such as sport law, sport marketing, and human resources- but very few people are hired because of their knowledge associated with HR or sport risk management. People are hired in this space because they can help make/save money or can execute planning/running events. Only more advanced executives are engaged in strategy or managing people. Most sport organizations are very lean at the top.

The other goals sound good- such as critical thinking; abstract reasoning; oral, written, and research skills; global scope; and entrepreneurship. These are important skills. They do not distinguish the program and many of the basic goals will not attract any new students as they are goals mentioned in almost every program. I would have loved to have seen a concrete goal such as design and then execute an event that will raise $1,000. That is something where you can incorporate a number of different learning elements, especially experiential learning and high impact learning practices.

- ☐ Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).

  As previously stated, I think there could be more focus on the curriculum. It is currently too broad with too many classes for which I would think a good 4-5 classes could be consolidated for a more focused curriculum on hard skills. Currently the degree has 60 credit hours in the major. This is typical for many programs when they have a strong foundation in other areas (such as physical education or business). At my prior institution there were 10 sport management classes and 10 business classes for the 60 credits. Thus, the students had a strong business foundation and almost 50% of our graduates (from the BS program) did not work in the sports field but had a basic business background with several specialized sport business classes. My current program has ten sport management classes,

  I really like the two internships. I would like to see if that was 150-200 contact hours. I would also like to see some element of professional development where students are taught what it means to be a professional and work in the field. The sport management capstone class is a great idea. Case studies though are one thing, but nothing beats the real-world experience rather than trying to solve problems from a written case where there are no consequences or interaction with industry professionals. One model that I have seen, and think might work is to assign students to work on real world problems for dedicated "clients." This could be local teams where students have to develop and help execute a theme night to working with a sport membership program where they have to increase membership by a certain percentage. This is different than what is currently planned- which is more of an empirical study of a real-world organization.

- ☐ Are the methods and criteria for assessing student achievement of learning outcomes and documenting those are appropriate and effective?
  I did not really see much of an assessment model other than classroom work, case study, capstone, and internships.

- ☐ For graduate programs, comment on the appropriateness of the program length, including on 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.
  N/A

- ☐ Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.
  Classroom delivery is appropriate. The best sport management learning for certain courses entails being in the field. Classes such as facility management really require students to visit facilities and see how a 50,000-gallon chiller plants really operates- as an example.

- ☐ Comment on the appropriateness of the experiential education component of the program, if applicable.
  Experiential learning is critical in sport management, and I think having three or more experiences is a good number (capstones and internships).

6. Admission Requirements
- ☐ Are the admission requirements appropriately aligned with the program learning outcomes?

The admission requirements are reasonable and appropriate. One item I would like to mention is that it is important to get students into the basic sport management courses as soon as possible. Especially for a three-year degree. Many students have an idea about sport management, but that idea is often flawed. That is why it is so important to have students exposed to the topic early so they can make up their mind if they want to stay in the degree.

☐ Is there sufficient explanation of 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?
N/A

7. Resources

For all programs

☐ Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program. It appears that the resources are there- or will be there. My conversation with leaders shows a commitment and that commitment should translate into resources.

☐ Appropriateness of the collective faculty expertise to contribute substantively to the program.
There is a nice mix of existing faculty who can possibly cover some classes. There will need to be several new faculty members hired with a specific focus such as teaching expertise and those with industry experience. Industry experience will be key for internships and capstone projects.

☐ Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.
It is too early for me to comment on qualification of faculty members specifically in sport management. It will be important in the lead up to launching the program for faculty to publish- not just in peer review journals- but industry publications and to develop a connection with the industry.

☐ Evidence that there are adequate resources (e.g. library, laboratory, studio space, equipment) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

There appears to be adequate resources. Sport management does not require a lot of resources such as databases or books. The key resource is faculty and their ability to connect students with industry.   One concern is the launch of a centere, laboratory, and incubators. These will require a lot of resources and time. It is unclear if external funds can be generated or not for these efforts.

Additional criteria for undergraduate programs only

☐ Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

I did not see a detailed plan for faculty growth other than hiring three new faculty members. I would not concentrate on the new faculty's specific skills or focus areas until a program focus is developed. Sport law faculty are very easy to find. Sport administration/management faculty is a very broad area and does not give a lot of guidance. Sport communication and media is also very broad. Will York be looking for someone who is a sport media person- such as a publicity or sport journalist? I think if York is looking for an innovative person than someone experienced in social media and streaming/Twitch, and other "new media" would be a better fit.

Additional criteria for graduate programs only

☐ Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

8. Quality of Student Experience

- Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

There is a plan for a research centere, laboratory, and incubator. While these elements can add value for faculty and students, I feel that it is too early to explore these options. These options can be developed over time with the right faculty and can serve as a valuable tool to help students undertake research. It should be noted that there is very little applied students intellectual work in this space. Most of the research seen is surveys and analyzing data associated with fan behavior or participant in given sports. There could be some fertile ground for sport innovation research. For example, how are people using wearable technology and what will be the impact on sport performance. Social change has been researched extensively in this space.

There is no detailed view of the faculty since it really does yet exist. I would be cautious hiring faculty as there are some great researchers and writers out there, but often they are looked down upon by the industry if they cannot engage and connect with those working in the trenches. The more industry focused the faculty, the stronger the program will be.

Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

9. Other Issues

I would encourage the program to immediately start connecting with industry through developing a board of advisors and starting to invite industry members to campus for various presentations that are applicable to the industry members and help them do their job more effectively.

10. Summary and Recommendations (*Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee of Quality Council. Individual reviewers are asked to refrain from making recommendations in this respect.*)

I think there is a market for York University in the sport management space. I think there can be some great opportunity for the program to distinguish itself. To that end, I would make the following recommendations:

1) develop an advisory board to help the program going forward and to help develop a direction.
2) develop, based on industry interviews, what are the most important skills and issues faced by the Toronto and broader Canadian sport market. This material can then help the program develop its core focus that will distinguish themselves.
3) Once you identify what topics/issues/skills you want to focus on then you can start developing classes to meet those objectives. That can then lead to the type of faculty members you will need.
4) Start promoting your unique industry position and how you will distinguish York in the mind of the industry and potential students.

If you have any questions, please do not hesitate to contact me. It was an honor reviewing your proposal and I wish York well in this exciting opportunity.

Sincerely,

Gil Fried

Gil Fried
850-474-3426

Summary of Changes/Responses to the Reviewer's Comments

1. Program Name and General Objectives

As suggested, we changed to name to Bachelor of Sport Management (singular). It is a new degree (not BA or BS). The proposed program is for a 4-year period (honours bachelor) and 3-year (bachelor).

2. Focus on Social Change

The reviewer found the objectives to be clear and consistent with the University and Faculty strategic plans. However, he noted that students may not deal with this focus on social change on an everyday basis. While we agree with this to some degree, we feel that it is important for several reasons. First, it is a core aspect of the Faculty and University's strategic plans, and program alignment with institutional goals is important. Secondly, graduates from the program need to understand the wider role of sports in society – and as a vehicle for social change. Thus, while they may not have to deal with this issue on an everyday basis, it is important for their education and long-term development. Third, the Canadian and US environments may be different in how sports and society interact. Nevertheless, we have de-emphasized social change as a primary focus of the program but kept some aspects of it in the curriculum.

3. Demand for the Program

The reviewer noted that there is sufficient explanation for the need/demand for the program. He stated that competition for the graduate market was global, so we need to better focus the program. While we are not in the graduate market (as yet), this is good advice. Accordingly, we have re-focused the proposal to highlight strengths in entrepreneurship and innovation, and to deal with new technologies and data analytics. We have also added data to support the moderate annual enrolment targets (70-100 students). As the reviewer suggested, we have also taken another "survey" of jobs in the market, all of which require undergraduate/college level qualifications.

4. Program Content and Curriculum

The reviewer noted that the program was designed to cover as many bases as possible, but that it was "plain vanilla". He also stated that we may not need two courses in sociology/societal issues and that some courses could be folded, including sport ethics. To address these issues, we have defined more clearly the "innovation and entrepreneurship" focus of the program, without losing the fundamentals of the discipline. We have also dropped one of the sociology-related courses as a core course. We also included the sport ethics course as an elective, versus a core course.

The reviewer also recommended that we include the "hard skills" needed by employers. This is good advice. Based on a review of job advertisements on major job/recruitment sites and feedback from employers and other stakeholders, we have identified specific skills and abilities for the sport sector (see Program Brief and below).

5. Class sizes

The reviewer expressed a desire to have the upper-level classes to be smaller. At York and LA&PS, 30-40 students per class in the upper years is not unusual. To address the underlying issues with larger classes, including curriculum and career advising, we plan to leverage the resources at the Markham Campus (MC) that will help with these issues, including the Student Services unit (see section on services in the Program Brief).

6. Learning Outcomes and Goals

The reviewer suggested that the program should have more specific goals, versus the higher-level learning outcomes. To address this issue, we have layered another level of outcomes. That is, we identify more specific goals and skills associated with the learning outcomes. These skills are:

- Extensive knowledge and skills related to computer systems and software, including Microsoft Office (Word, EXCEL, etc.).
- Demonstrated problem solving and organizational skills.
- Strong finance, budgeting, and accounting skills and competencies.
- Strong communication and coordination skills.
- Strong negotiation skills as required when dealing with internal and external clients. • Strong planning and project management skills.
- Ability to work to a variety of deadlines from long to very short term, and to prioritize and balance several ongoing projects at any one time.
- Ability to exercise independent judgment and initiative, as well as working with teams.
- Strong interpersonal skills.
- Proficiency with Social Media platforms, such as Facebook, Instagram and LinkedIn.
- Ability to be a generalist; that is serving in multiple capacities in sports associations. • Strong data management and data analytical skills.
- Ability to develop an entrepreneurship and marketing plan for a new product or service.

As per the reviewer suggestion, we also included examples of how SMART goals can be tied to the program at the course level.

7. Appropriateness of Curriculum

As the reviewer noted, 60 credits for the major is normal in the field. To create more options for students, we have further defined 30 credits as core, and 30 as electives (from

a larger number of electives to give some choice). The reviewer lauded the inclusion of two internships and a capstone course.

8. Timing of Sport Management courses in the program
The reviewer suggested that students should be exposed to sport management courses early in the program. Accordingly, we have the Introductory, plus two other sport management courses in the first year.

9. Resources
The reviewer noted that resources seem to be adequate, as "...sport management programs do not require a lot of resources...". He suggested that we should hire faculty in "new media". This is good advice; it can be done as the faculty complement plan envisages hiring faculty in communications and media. He also suggested hiring faculty with industry experience, which is planned.

10. Quality of Student Experience
The reviewer felt that the ideas for a sport laboratory, business incubator, and research centre can add value to the students' experience; however, it may be too early to focus on them, and that they should be developed over time. As a result, we have dropped these ideas from the Program Brief. These initiatives will be explored over time.

11. Other Issues
As the reviewer suggested, we will consider an Advisory Board (this is now included in the Brief)

Appendix 7

Support Statements

Degree in Sport Management

YORK U
UNIVERSITÉ
UNIVERSITY

OFFICE OF THE PROVOST & VICE-PRESIDENT ACADEMIC

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4700 KEELE ST.
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T 416 736 5280

To: Martin Bunch, Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: May 9, 2022

Subject: BSM in Sport Management program

I have reviewed the materials for the proposed Bachelor of Sport Management program. The Dean of Liberal Arts & Professional Studies has provided an unequivocal letter of support for this new program. This memo is my signal of strong support for this innovative and important program which contributes to the strength of existing programs in the Faculty of Liberal Arts & Professional Studies and York University. This new program is strongly aligned with the University's Academic Plan in its view toward interdisciplinarity, global outreach and professional learning.

The proposed Honours Bachelor's degree in Sport Management will be housed within the School of Human Resource Management, Faculty of Liberal Arts & Professional Studies. Drawing on expertise and collegial innovation from within the Schools of Administrative Studies and Human Resources Management and the Department of Economics, this program incorporates significant experiential learning opportunities through practicum placements, case studies, and hands on projects for students as they work with active professionals in the field of sports management.

Offered as a Major area of study, this program will be ready to accept 100-125 students in its inaugural cohort, increasing gradually to a steady-state cohort of 430 students by 2028/29. Making use of business education as an area of strength and growth at York, the BSM draws on innovation in business and professional studies to build fluency in technical as well as management competencies, training students through coursework and experiential education to be adaptable to technological changes in the profession over time.

Focusing on the managerial aspects of sports, the BSM will offer hands-on management training alongside interdisciplinary approaches to sport theory and research. This program responds to labour market needs in a geographical area that is home to many amateur and professional sports teams.

LA&PS has committed to resourcing the hiring plan for the Bachelor in Sport Management though 2027, and space has been planned at Markham Campus for computer labs and their attendant server needs, classrooms, student spaces, faculty offices, etc. Administrative and service supports will be integrated with those of other programs at the Markham Campus,

and students will also have access if they wish to the range of facilities offered at York's Keele and Glendon campuses. A small leadership group will be formed to manage the everyday functions of the program and to work with an Advisory Council which will include external organizations and employers/experiential education hosts to advise on an ongoing basis on curricular and program structure.

With this program, York aspires to become a leader in the field of sport management, including the values of inclusivity and integrity which are so critical to the mission of the University. The BSM aligns strongly with the UAP priorities of 21st Century Learning and Working in Partnership, evidenced not just in the collaborative research environment fostered for students, but in the many partnerships that have already been formed to create and sustain this program. Future proposals for graduate study in the field will be based on similarly collaborative teams of faculty and professionals, reflecting the UAP and SMA's identification of business and innovation as areas of strength and growth.

I have reviewed the enrolment projections and am persuaded that the resource demands to launch this program are both appropriate and accounted for in the current proposal and can be served by our current and future faculty and staffing plans for the Markham Campus. This program will be unique in Ontario and will draw upon practice-based and scholarly expertise that York University is more than capable of delivering.

Initial programs developed for York's Markham Campus focus on new technologies and entrepreneurship, and how these are informing and changing many fields of knowledge and professional life.   Strong research and academic support for students is offered by York University Libraries, and all facilities have been designed in collaboration with participating Faculties, programs and service units.

On October 8, 2019, York University's Board of Governors approved the business plan for the University's new Markham Campus, situated in the heart of York Region, one of the fastest growing regions in Ontario. Following a rigorous planning process and the commitment of financial and in-kind resources from the City of Markham, York Regional Council and York University, construction began on the new campus in summer 2020.

The Markham Campus building is a $275.5m project, designed by internationally celebrated architecture firm Diamond Schmitt, that will accommodate up to 4,200 students in 400,000 square feet of light-filled space, with the potential to expand student capacity at the campus over time for as many as 10,000 students. The University's Board has approved a ten-year budget based on current enrolment projections, and the Ontario government has agreed to fund domestic student spaces.

Staffing for the campus is ramping up, with key positions in place, and additional faculty and staff hires following. The Deputy Provost for Markham Campus report to both the Provost and the President of the University, and collaborates actively with Deans of Faculties present at the campus. Key senior staff roles – in Student Services and Advancement, for example – will oversee other aspects of campus management and operations. The Executive Director and Deputy Provost together are responsible for the administrative and academic operations of the campus and are engaged in the hiring of staff and development of planning and operational committees with the Faculties offering programs onsite. In all cases, thorough searches are being undertaken to locate highly-qualified and diverse candidates who will bring excellence and expertise to this initiative.

The location of this campus is bringing York University to the downtown core of Markham, reaching out to students in this fast-growing community where they are. Markham Campus is a purpose-built facility that will offer all the support future students will need to achieve success in their programs of study. In addition, Markham students will be able to access all York University offerings and facilities at both its Keele and Glendon campuses, including undergraduate courses and offerings that can satisfy degree requirements outside of the major area of study.

I look forward to submitting the final proposals for approval to Senate, Quality Council and the Ministry of Colleges and Universities in due course.

Memorandum

FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES

Office of the Dean

Sean Kheraj
Associate Dean, Programs

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yorku.ca

To: APPRC Academic Planning and Resource Committee

From: Sean Kheraj, Associate Dean, Programs, LA&PS,

Date: May 25,2022

Subject: Summary of the feedback on proposal to establish the BA degree program in Sports Management

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This memo is to accompany the Dean's letter of support provided in the proposal package to establish the BA degree program in Sports Management. We want to thank APPRC for their feedback and have amended the dean's letter accordingly following this memo you will find the revised decanal statement. You will also find an updated letter from the Associate Director of Experiential Education and further edits to the body of the proposal. Here are the itemized notes from AAPRC that have also been updated in both the body of the proposal and/or in the decanal letter.

Internships changed to course based placements

Note 1 : APPRC asks for clarity on the number of internships within the program requirements to address the inconsistency in references in the proposal first between a "placement" (year 3) and an 'internship' (year 4), or two internships (P. 12-13 and P. 18)

Response: In the original proposal, we used the term "internship" incorrectly. The term is used in other Sport Management programs to generally refer to course-based placements, which are unpaid, but for course credit. At York, we use the term "placement" or "practicum." We have revised the proposal to clarify the language indicating that the program has two practicum courses. In the 3000-level course, students may gain experience in a one-on-one practicum with a relevant employer/organization or they may engage in group projects in collaboration with an external employer/organization partner in a practicum.

In the 4000-level course, students will participate in a practicum with a relevant employer/organization building on their experience in the 3000-level course by completing 80-120 hours (comparable to existing field placements/practicum courses in LA&PS).

The LA&PS Associate Director of Experiential Education has provided more detail in her letter. In short, based on enrolment projections support for the practicum courses in SPRT is reasonable and achievable due to a number of factors;

1. The 3000-level course offers the flexibility to place students in either individual or group project experiences.

2. It is common practice for practicum courses to allow students to seek their own practicum sites with support from staff. This is complementary to job development work done by experiential learning staff.

3. As the proposal notes, there is a broad range of sport-related organizations in the sector that include professional, amateur, non-profit, and community-based organizations providing a variety of experiences and potential practicum partners.

Note 2: Confirmation that they will be paid internship(s) and that they are aligned with current national best practices in work-integrated learning.

Response: The letter from LA&PS Associate Director, Experiential Education has now been updated detailing the differences among work-integrated learning opportunities including those which are paid and those which are part of an academic program for degree credit.

Note 3: What the nature of the internships is and how they will support the achievement of the specific learning outcomes;

Response: The current proposal indicates the relationship of the practicum courses to the 7 Program Learning Outcomes. Several of these program learning outcomes are highly relevant to practicum experiences. As the letter from the LA&PS Associate Director, Experiential Education confirms, PLO 7 is the most relevant. Once the program is established and course proposals are completed, the Course Learning Outcomes will align to the Program Learning Outcomes easily.

Note 4: Understanding that students in the program are required to successfully complete two internships/placements, there needs to be confidence that there will be firm arrangements and support for students in place at the Markham campus. Securing internships is a competitive exercise. Statements from external industry partners and representatives from the array of high-quality sports facilities committing to participate with the University on student placements would be evidence that firm planning in in progress. APPRC believes it is important to confirm that there will be a sufficient number of internships available for students to fulfill the requirement, that firm administrative arrangements will be in place to support the placement exercise, and that sufficient resources are being dedicated to sustaining the infrastructure for the large student enrolments.

Response: Partnership engagement has already begun and preliminary work is indicated in the support statements in Appendix 7. This is, of course, an ongoing effort as it is for all programs with experiential learning components. Central staff support for Experiential Education at Markham Campus is anticipated and resourced. Their work will involve further partnership development to support Sport Management and other Markham Campus programs.

Note 5 Social Change / Social Justice aspect of the program: the decision to choose to "de-emphasize the planned social justice element as a primary focus of the program" as a result of the external reviewer's reflections that students may not be interested in it; APPRC was persuaded that the integration of social justice within the program nicely aligns with the vision and ethos of York.

Response: we have been able to retain the social justice elements of the revised program while respectfully responding to the concerns of the external reviewer. This was an essential step to the quality assurance review process. As we proceed with course development for the program, we intend to further emphasize social justice issues in sport management through our core courses.

Note 6: The references to "safety" in sport within the proposal are not inclusive of the critical athlete and sport management issues of exploitation, eating disorders and sexual misconduct that plague the sports world; a suggestion to address the lacuna is to consult athletes' associations for recommendations on how the program content and learning outcomes could integrate these important issues

We welcome this suggestion and will seek further consultations with athletic associations and other sport organizations to guide course development.

Note 7: Resources: In addition to the resource questions noted in conjunction with internships noted above, the proposal would benefit from consistency between the different faculty complement references in the proposal (P.19 and 22) and the decanal statement of support (P.2).

Response: The proponent only provided an estimate of hires that would be needed, you'll notice in the decanal statement that the hiring plan exceeds what was estimated.

Sincerely,

Sean Kheraj
Vice Dean and Associate Dean, Programs

Faculty of Liberal Arts and Professional Studies
Associate Professor

May 19 2022- REVISED

Professor Parbudyal Singh   Email: singhp@yorku.ca
School of Human Resources Management
150B Atkinson College

Dear Professor Singh:

Re: Decanal Support for the (Honours) Bachelor of Sport Management Proposal

I am pleased to provide you with a letter of support for the (Honours) Bachelor of Sport Management proposal.

The proposed program aligns closely to the priorities and principles outlined in the University Academic Plan, 2020-25. First, in creating a professional degree program that combines hands-on management training in a growing field with interdisciplinary approaches to sport research and theory, the proposed program meets several points under the UAP priorities of 21st Century Learning and Working in Partnership, including: to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking;" to "build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media;" and, in "connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario."

The proposed program also aligns to the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. By proposing to develop experiential learning opportunities for students in a multi-disciplinary program with expert input from your colleagues in the School of Administrative Studies and the Faculty of Health, to be offered at Markham Campus, the proposal aligns to the following points under Principle 2 and Principle 4: to "promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve;" to "promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all programs;" and, to "support opportunities for professional development and curricular collaboration, where colleagues from different units can advance their skills and work together on options to enhance student engagement.

In response to the reviewers reports the program has implemented the changes. The changes are reflected in the updated curriculum and included in the brief attached to the program proposal.

Recommendation 1: As suggested, the name changed to Bachelor of Sport Management (singular). It is a new degree (not BA or BS). The proposed program is for a 4-year period (honours) and 3-year degree.

Recommendation 2: The reviewer found the objectives to be clear and consistent with the University and Faculty strategic plans. However, he noted that students may not deal with this focus on social change on an everyday basis. While the program agrees with this to some degree, we feel that it is important for several reasons. First, it is a core aspect of the Faculty and University's strategic plans, and program alignment with institutional goals is important. Secondly, graduates from the program need to understand the wider role of sports in society – and as a vehicle for social change. Thus, while they may not have to deal with this issue on an everyday basis, it is important for their education and long-term development. Third, the Canadian and US environments may be different in how sports and society interact. The program proponents have successfully retained the social justice elements while respectfully responding to the concerns of the external reviewer by de-emphasizing social justice as the main priority, but still continuing to seek further consultations with athletic associations and other sport organizations to guide course development on social justice.

Recommendation 3: The reviewer noted that there is sufficient explanation for the need/demand for the program. He stated that competition for the graduate market was global, so the proponent needed to better focus the program. While the program is not in the graduate market (yet), this is good advice. Accordingly, the program has responded to re-focus the proposal to highlight strengths in entrepreneurship and innovation, and to deal with new technologies and data analytics. Additionally, they have also added data to support the moderate annual enrolment targets (70-100 students). As the reviewer suggested, the program also taken another "survey" of jobs in the market, all of which require undergraduate/college level qualifications.

Recommendation 4: The reviewer noted that the program was designed to cover as many bases as possible, but that it was "plain vanilla". He also stated that the program may not need two courses in sociology/societal issues and that some courses could be folded, including sport ethics. To address these issues, the program defined more clearly the "innovation and entrepreneurship" focus of the program, without losing the fundamentals of the discipline. They have also dropped one of the sociology-related courses as a core course and also included the sport ethics course as an elective, versus a core course. The reviewer also recommended that we "hard skills" are needed by employers. The program appreciates the feedback and based on a review of job advertisements on major job/recruitments its and feedback from employers and other stakeholders, they identified specific skills and abilities for the sport sector.

Recommendation 5: The reviewer expressed a desire to have the upper-level classes to be smaller. At York and LA&PS, 30-40 students per class in the upper years is not unusual. To address the underlying issues with larger classes, including curriculum and career advising, they plan to leverage the resources at the Markham Campus (MC) that will help with these issues, including the Student Services unit (see section on services in the Program Brief).

Recommendation 6: The reviewer suggested that the program should have more specific goals, versus the higher-level learning outcomes. To address this issue, they have layered another level of outcomes. The program has developed more specific goals and skills associated with th   elearning. These skills are:

o   Extensive knowledge and skills related to computer systems and

software,
- o including Microsoft Office (Word, EXCEL, etc.).
- o Demonstrated problem solving and organizational skills.
- o Strong finance, budgeting, and accounting skills and competencies.
- o Strong communication and coordination skills.
- o Strong negotiation skills as required when dealing with internal and external clients.
- o Strong planning and project management skills.
- o Ability to work to a variety of deadlines from long to very short term, and to prioritize and balance several ongoing projects at any one time.
- o Ability to exercise independent judgment and initiative, as well as working with teams.
- o Strong interpersonal skills.
- o Proficiency with Social Media platforms, such as Facebook, Instagram and LinkedIn.
- o Ability to be a generalist; that is serving in multiple capacities in sports associations.
- o Strong data management and data analytical skills.
- o Ability to develop an entrepreneurship and marketing plan for a new product or service. As per the reviewer suggestion, we also included examples of how SMART goals can be tied to the program at the course level.

Recommendation 7: As the reviewer noted, 60 credits for the major is normal in the field. To create more options for students, they have further defined 30 credits as core, and 30 as electives (from New Program Proposal- (Honours) Bachelor of Sport Management 51a larger number of electives to give some choice). The reviewer lauded the inclusion of two internships and a capstone course.

Recommendation 8: The reviewer suggested that students should be exposed to sport management courses early in the program. Accordingly, has developed the Introductory, plus two other sport management courses in the first year.

Recommendation 9: The reviewer noted that resources seem to be adequate, as "...sport management programs do not require a lot of resources...". He suggested that we should hire faculty in "new media". This is good advice; it can be done as the faculty complement plan envisages hiring faculty in communications and media. He also suggested hiring faculty with industry experience, which is planned.

Recommendation 10: The reviewer felt that the ideas for a sport laboratory, business incubator, and research centre can add value to the students' experience; however, it may be too early to focus on them, and that they should be developed over time. As a result, the program has dropped these ideas from the Program Brief. These initiatives will be explored over time.

Recommendation 11: As the reviewer suggested, the program will consider an Advisory Board.

We again want to thank the reviewer for their thorough comments and recommendations, which we believe the program has now addressed and adopted as best possible.

Finally, by preparing students for further study and employment in one of Ontario's fastest expanding labour markets, the proposed program \aligns to the point in SMA 3 that York University has "expanded our program offerings in areas of increasing need in Ontario- health sciences, engineering, computer science and technology, digital media and business and professional programs" (from the graduate employment rate in a related field metric). The designation of the program as an (Honours) Bachelor of Sport Management—a new degree type in LA&PS and across the University provides the necessary curricular structure to ensure that the academic programming is both specific and nimble enough to adequately prepare students for business management career paths within the context of sport and performance. Given that the Greater Toronto Area is home to several professional sports teams, large sporting and entertainment venues, community athletics programming, and athletics corporations, the proposed program will be well situated at York University to provide students with diverse opportunities and choices within these professional and educational contexts.

In terms of the resources and infrastructure needed to deliver this program, I am pleased to note that LA&PS will commit to offering several supports. First, we are willing to resource the following hiring plan for full-time, tenure or tenure-track YUFA appointments to Sport Management: two hires in 2021, two hires in 2022, one each in years 2023 through 2027. Rank and area of expertise prioritized for each posting will be confirmed collaboratively between the Dean's Office and the program's home academic unit during each year's recruitment cycle. Second, space planning at Markham Campus for LA&PS programs was undertaken to ensure that there would be adequate office and collaborative space for faculty members to conduct research and meet with students; there are also centrally managed computer labs, classrooms, and student space planned for the new campus. Both the LA&PS-specific spaces and the centrally managed ones will meet the needs for space set out in the proposal. Administrative and service supports for students and faculty in the program are also organized through a central collaborative effort and are adequate to ensure successful delivery of the (Honours) Bachelor of Sport Management, which I am excited to see launch.

In sum, this is a high-quality proposal of an important strategic academic initiative that I support in full.

Sincerely,

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

cc: Alice Pitt, Senior Advisor, Markham Academic Strategic Planning

November 2021

To Whom It May Concern:

My name is Shauna Bookal and I am the Executive Director of Field Hockey Ontario. I am writing this letter of support for York University offering a Bachelor of Sport Management Program.
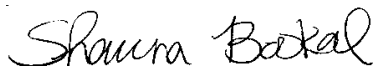
For over 20 years, I have participated/worked/volunteered at sporting events ranging from grassroots to intercollegiate to international competitions that have taken place at York University annually. For example, the National Bank Open (formally the Rogers Cup), takes place on campus every July or August. York is sitting on a gold mine with all these events taking place on campus - students do not have to travel far to gain experience! Other universities that offer Sport Management degree programs do not have this luxury.

Sport Management students from colleges and universities not only across the country, but internationally, travel to York every year to volunteer at these events. This proposal in my opinion is six years overdue. When the Pan Am / Para Pan Am Games were at York, this program should have started. But you know what they say, it's not how you start the race, but how you finish!

With so many international sporting events looking to take place in Canada over the next few decades (specifically the GTA), when sport organizations approach York University for a facilities partnership, the Sport Management program should also be in these discussions. This program will offer graduates the skills and experience needed in the sport industry. Currently, with all the relationships the university possesses in the sport industry, York University will become one of the top counters in the Sport Management field.

I am looking forward to seeing this program on York's campus in the near future. Please do not hesitate to contact me if you need more information.

Yours in Sport,

Shauna Bookal
Executive Director
E: executivedirector@fieldhockeyontario.com

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UNIVERSITY

Faculty of Health

Kinesiology & Health Science

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Dear L.A. & P.S. Curriculum Committee,

   I am writing this letter with regards to the proposal for an Undergraduate degree in Sport Management being put forward for consideration. We have consulted with the group proposing this change. The School of Kinesiology and Health Science finds several strengths to this proposal including:

1. Addresses a need. As mentioned in the proposal KINE has offered a certificate around this in the past.
2. Addition of business specific component of sport (human resources, accounting, analytics, legal, etc.), areas that do not currently exist at the University (to my knowledge).
3. There was consultation externally with employers who provided input on skills and competencies, and offered input into the curriculum.
4. This will be the only degree of its type in the GTA.

During consultation with Drs. Kheraj and Singh we identified several concerns, mostly around overlapping course content and expertise. The School of Kinesiology and Health Science welcomes and looks forward to continued/ongoing consultation around program design. The end goal being exploring pathways to develop and implement the strongest possible Sport Management undergraduate degree, creating a destination program of this type at the Markham campus.

Sincerely,

Michael Connor, Ph.D.
Associate Professor and Undergraduate Program Director
School of Kinesiology & Health Science

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Mr. Parbudyal Singh, PhD
Professor
School of Human Resource Management
York University
singhp@yorku.ca

January 24, 2022

<u>Re: York University New Program Proposal of the (Honours) Bachelor of Sport Management</u>

Dear Mr. Singh,

As the provincial sports organization for Athletics in Ontario, we are thrilled at the prospect of York University developing a new (Honours) Bachelor of Sport Management undergraduate degree and fully support this proposal.

Athletics Ontario (AO) is a Provincial Sport Organization (PSO) in the Province of Ontario. AO is recognized by the Province as the Governing Body for the Sport of Athletics and is a provincially funded not-for-profit organization that is athlete-centered.
Athletics Ontario provides competition structures and programs from grassroots to elite levels and beyond and operates under an affiliated member club system.

Amateur sport is drastically underfunded in Ontario and generally in Canada. A major contributor to this underfunding is a lack of Professional leadership within the grass roots/amateur levels of our sport. With more higher education opportunities there will be more ability to create strong leaders to develop amateur sport. More professionally run organizations will ultimately result in increased program capacities through sound business models and programs and reduce the reliance on government funding, that most PSO organizations rely on.

As the PSO for the sport of athletics, we fully support this proposal for a new (Honours) Bachelor of Sport Management program at York University.

Sincerely,

Paul Osland
Chief Executive Officer
3701 Danforth Avenue, Scarborough, ON M1N 2G2
paul.osland@athleticsontario.ca
Phone: (647) 352 – 7219

3701 Danforth Ave., Scarborough, ON M1N 2G2 | P: 647-352-7214
New Program Proposal- (Honours) Bachelor of Sport Management   64

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TOC

To whom it may concern,

This letter is to convey Mr. Óscar Mayo´s enthusiastic support of York University's development of the Bachelor in Sports Management program.

The BSM is an undergraduate program designed to train future leaders and game changers in the sports, recreation and leisure industry.

Óscar Mayo wants to acknowledge the university leadership team for recognizing the need to better understand the industry and how different players contribute to entertainment and physical/mental wellbeing of large portions of the society. He also fundamentally believes the need for academia to merge sports and recreation with business skills in order for graduates to meet industry needs for the future and prepare students for an emerging job market.

It is our intent to support the BSM program at York University in the following ways:

1. Collaborate with York University in further developments/improvements of the curriculum to ensure that relevant topics are covered and appropriate pedagogical approaches are employed.
2. Based on availability, solicit qualified XXX personnel to deliver guest lectures and teaching or co-teaching certain courses.

In summary, Mr. Mayo strongly supports York University's development of the Bachelor of Sports Management program because of its strong alignment to his interest and priorities.

We look forward to actively supporting York University on this initiative.

Regards,

Óscar Mayo

Executive General Director

LaLiga

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**FACULTY OF
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Toronto, Feb. 18, 2022

To Whom It May Concern:

I write this letter on behalf of the Department of Communication and Media Studies in support of Bachelor of Sport Management at the Markham Campus. A consultation meeting took place on Feb. 17 with Prof. Parbudyal Singh (Human Resource Management), Prof. Rob Heynen (UPD, Communication and Media Studies), Prof. Estée Fresco (Communication and Media Studies, Sport Media), Prof. Rianka Singh and Prof. Kelly Bergstrom (both Communication and Media Studies, Markham) and me.

The purpose of the meeting was to explore the common area of sport media, as the Sport Management program is proposing 1st (Sport and Society), 2nd (Sport Communication and Community Relations) and 3rd year courses (Sport Media) and as the Communication and Media Studies program currently offers a 1st year lecture in Sport Media and a 4th year seminar in Sport, Media and Society. Both the Communication and Sport Management programs share common interests in examining the intersections of sport and social issues such as racism, gender disparities, and consumerism among others, and in exploring the political economy of the sport media industry.

It therefore makes sense that the Communication and Media Studies program be involved in the development of the Sport Management curriculum as it pertains to Sport Media, including potential for e-Sport courses. Prof. Fresco who teaches and researches Sport Media has agreed to be listed on the Sport Management faculty and will be collaborating on the development of the Sport Management courses. Prof. Bergstrom and Singh are also willing to explore and build further collaborations between Sport Management and the Communication, Social Media and PR stream at the Markham campus, including elective courses and potential minors.

Overall, the Department of Communication and Media Studies supports the creation of such an ambitious and interdisciplinary Sport Management BA and looks forward to a close collaboration.

Ganaele Langlois
Chair, Department of Communication and Media Studies

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**FACULTY OF
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Wednesday, December 08, 2021

Re: Letter of support- Bachelor of Sports Management.

TO whom it may concern.

I write on behalf of the School of Administrative Studies in support of the proposal for a new *Bachelor of Sports Management* to be offered at the new Markham Campus, York University.

The School of Administrative Studies has been consulted since the early stages of the development of this new program and there is no significant overlapping of curricula between the proposed program and the programs offered at the School of Administrative Studies.

The new program opens exciting possibilities for further involvement of School of Administrative Studies with additional courses in several areas such as Management, Marketing and Data Analytics. We are happy to continue the conversation with the Sports Management program leadership on how our school can further contribute to the new program.

We fully support the development of the Bachelor of Sports Management at the Markham Campus, York University. We look forward to continued conversations between our two units regarding future opportunities for collaboration.

Sincerely,

Nelson Waweru CMA, CPA, PhD
Professor of Accounting
Director, School of Administrative Studies
York University

13 December 2021

On behalf of the School of Human Resources Management (SHRM), I am pleased to support the new program proposal for the inception of a (Honours) Bachelor of Sport Management.

SHRM has agreed to temporarily host this degree until the School of Sports Management at Markham is established. As such, we are the responsible unit for reviewing and sponsoring the curriculum.

At the SHRM School meeting on 18 November 2021, the School appointment an Ad Hoc committee to oversee matters related to the School of Sports Management during the time that it is situated within SHRM. The Bachelor of Sport Management curriculum was reviewed by this committee with consultation with the Chair of the SHRM Curriculum Committee. Revised curriculum was then circulated to all colleagues within SHRM for consideration.

At this time, I am pleased to confirm that the Bachelor of Sport Management curriculum has the support of the School of Human Resources Management.

Sincerely,

Marie-Hélène Budworth
Associate Professor, HRM
Director, School of Human Resource Management

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May 20, 2022

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Academic Policy, Planning and Research Committee (APPRC)

Dear APPRC,

Re: Bachelor of Sport Management Program Proposal

LA&PS' Office of Experiential Education is pleased to support the proposed Bachelor of Sport Management degree at Markham Campus.

Language defining work-integrated learning activities varies widely across post-secondary institutions, employers, and sectors in Canada. York University uses the following definitions:

Practicums/course placement/field placement – a part or full-time, usually unpaid work experience for academic credit.

Internships/co-op – a full-time, always paid work experience that is often a break from academic studies.

Based on enrollment projections for the proposal program, the two 3.0 credit required practicum components are reasonable and aligned with current national best practices for the following reasons:

1. The 3000-level course offers the flexibility to place students in either individual or group project experiences with an external organization. The proposed practicums are part-time, unpaid experiences with a lower commitment required from partner organizations than a full-time paid internship.

2. It is common practice for practicum courses to allow students to seek their own practicum sites, with support and preparation from the course instructor and career education staff. This is complementary to job development efforts from the work-integrated learning staff situated at the Markham Campus.

3. As the proposal notes, there is a broad range of sport-related organizations in the sector that include professional, amateur, non-profit, corporate, and community-based organizations in the GTA that could provide a variety of opportunities.

4. Partner engagement has already begun as part of the program development process, with letters of support from potential partner organizations included in the proposal.

The LA&PS Experiential Education Office at Keele Campus is happy to support the ongoing development of the work-integrated learning components in this proposed, in collaboration with the anticipated central staff support for experiential education at Markham Campus.

Sincerely,

Melanie Belore
Associate Director, Experiential Education
Faculty of Liberal Arts & professional Studies

Major Modifications Proposal

School of Health Policy & Management
Faculty of Health

1. Faculty: Health

2. Department: School of Health Policy & Management

3. Program: Bachelor of Health Studies

4. Degree Designation: Health Policy, Management & Digital Health

5. Type of Modification: This is a proposal involving the following major modifications:
   - Merger of three Specialized Honours into one consolidated Specialized Honours degree (11.1)
   - New names for the consolidated Specialized Honours degree and Informatics Certificate (11.2)
   - Closure of existing Specialized Honours BHS programs (11.3)
   - Change Minor to Health Policy, Management & Digital Health (11.4)
   - Changes to prerequisites for HLST 2030 3.00 (11.5)
   - **No changes** to program learning outcomes
   - **No significant** changes to program requirements

6. Location: Keele Campus

7. Effective Date: Fall 2023/2024

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Major Modifications – Omnibus Proposal

School of Health Policy & Management

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Proposal Details

8. General description of the proposed changes to the programs

The School of Health Policy and Management (SHPM) currently offers four Honours Bachelor of Health Studies (BHS) degrees – three Specialized Honours, one in Health Management, one in Health Policy, and one in Health Informatics introduced at Program inception in 2001, and one General Honours introduced in 2008. We also offer a 90 credit BHS and are not proposing any changes to the 90-credit degree. **We are proposing to merge our three existing Specialized BHS Honours degrees into one consolidated Specialized Honours degree that covers Health Policy, Management & Informatics and to create a new name for this consolidated Specialized Honours degree – a BHS in Health Policy, Management & Digital Health**[1]. As the proposed modifications are primarily a merger of existing Specialized Honours Programs, no changes are anticipated to the program learning outcomes. An NOI proposing one consolidated Specialized Honours was passed by the SHPM Council in June 2021 and submitted to and approved by the VPA's office on September 1st, 2021.

9. Rationale for the proposed changes

While our program learning outcomes remain the same, there are several factors that are driving the proposed changes:

- Our health system is more integrated and tightly coupled in 2021 than it was in 2001 when the SHPM was created with three separate Specialized Honours Programs in Health Management, Health Policy and Health Informatics. A consolidated Specialized Honours Programs more accurately reflects the interdependencies between policy, management, and informatics (digital health). Moreover, enrollment data since program inception also suggests 101 applicants are not ready to distinguish and choose between the three Specialized Honours Programs
- A single consolidated Specialized Honours will allow greater flexibility in program delivery, reducing barriers to program progress for students and facilitating delivery of program requirements by our School given sabbaticals and other routine teaching leaves
- With the recent successful launch of the 9.0 credit SHPM practicum (HLST 4990 9.00), the School is now better positioned to attract high quality applicants to the BHS in a competitive market
- Enrollment and retention challenges in our General Honours have prompted us to focus on ways to boost enrollment in our Specialized Honours (with an eye to discontinuing the General Honours at some point in the future if we can successfully redirect General Honours students into the consolidated Specialized Honours). This redirection of General Honours students into the consolidated Specialized Honours is important for three reasons:
    - Expectations around double majors (only feasible for a General Honours and not a Specialized Honours) and conversion to Specialized BHS Honours, envisioned when the General Honours was introduced in 2008, have not materialized
    - Students in our General Honours BHS are required to take significantly fewer HLST courses (42 HLST credits + 60 elective credits) compared to Specialized Honours, which may not provide an optimal foundation in Health Studies to prepare students for entry into the field
    - Data suggests students enrolled in the General Honours BHS program have lower levels of engagement, connection to, and identification with the School, compared to students in a Specialized Honours BHS

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[1] The rationale for changing the term 'informatics' to 'digital health' is provided in section 11.2 of the proposal.

Here we provide more detail regarding the rationale for the proposed changes based on several data-driven activities undertaken to help inform the proposed program modifications.

9.1   For the past two years the SHPM Curriculum Committee has been working on how best to renew our BHS degree offerings. A set of principles were developed to help guide the curriculum renewal process (Table 9.1).

Table 9.1 – Guiding Principles for SHPM Curriculum Renewal	
Balanced	allows for appropriate breadth of knowledge in core courses and in area of Specialized Honours Programs
Rigorous	seeks intradisciplinary development faithful to the program learning outcomes
Coherent	makes explicit connections and links between different subjects and experiences
Vertically Integrated	focuses on progression by carefully sequencing knowledge and skills
Focused	ensures curriculum is manageable and addresses the most important knowledge or key concepts within the field
Relevant	connects to real world experiences and provides tangible knowledge and skills that are aligned with workforce demand and leading-edge trends in health policy, management and digital health; attractive to prospective students and employers
Personalized so as to enable choices	allows for students to customize their degree credits to meet career and academic goals
Flexible delivery	provides a selection of courses to meet degree requirements while also allowing flexibility for annual course planning in response to changes in teaching resource availability
Pedagogically Innovative & Promotes Excellence	demonstrates innovative approaches to pedagogy with a variety of course offering formats that support continuing development of faculty teaching excellence

9.2   **Students want *flexibility* when they first start university and a *personalized* experience that enables *choice.*** In 2019 a student survey was sent to students in SHPM courses asking them open-ended questions about why non-specialized honours students chose the General Honours degree. 2019 student survey data from 778 students (response rate 60%) indicated that 53% of students stated they preferred a broader focus on health rather than having to choose one specific Specialized Honours Program from among health management, policy or informatics. In addition, 22% of surveyed students indicated they chose the General Honours because they were unsure which Specialized Honours to choose. In reviewing the 2019 student survey results, the Student Association of Health Management, Policy and Informatics (SAHMPI) reported very low morale and low engagement of General Honours students given they are only required to take half of their courses from within our School. The consolidated Specialized Honours program will not require students to declare a focus at the time of program application, will allow for flexible informal specialization, and will have sufficient intensity in HLST courses and an experiential practicum that can both attract and keep students engaged.

9.3   **Students show a preference for *balanced, focused, interdisciplinary* learning that includes *vertical integration* and *coherence* between all three areas (policy, management and digital health).** We reviewed 2006-2020 enrollment and convocation data

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which showed most of our 120-credit General Honours students had not transitioned to a specialized degree as hoped. Instead, a large number of General Honours students appeared to have move into and graduated from our 90-credit program. More specifically, analysis of SHPM Majors data and data contained in the Integrated Academic Program Report for students entering a BHS in 2012 through to students graduating in 2020 showed that 53% of General Honours students in their 4th year convocated by the end of the calendar year compared to 75% of our Specialized Honours students (this difference is not accounted for by differences in F-T and P-T status). Figures 1 & 2 highlight the difference in enrollment versus graduation trends in our General Honours compared to our Specialized Honours degrees. These figures highlight that while General Honours students are the largest group of 'new heads' since 2012 (average =129, 2012-2020) they are the smallest group of degrees awarded (average = 43, 2016-2020). Similarly, while an average of 25 students (total heads) have been enrolled in a double Major or a Major-Minor in Health Studies since 2013, only 9 students graduated with these designations between 2013 and 2020 (data not shown, source: Integrated Academic Program Report).

Figure 1. SHPM 2006 – 2021 enrollment trends
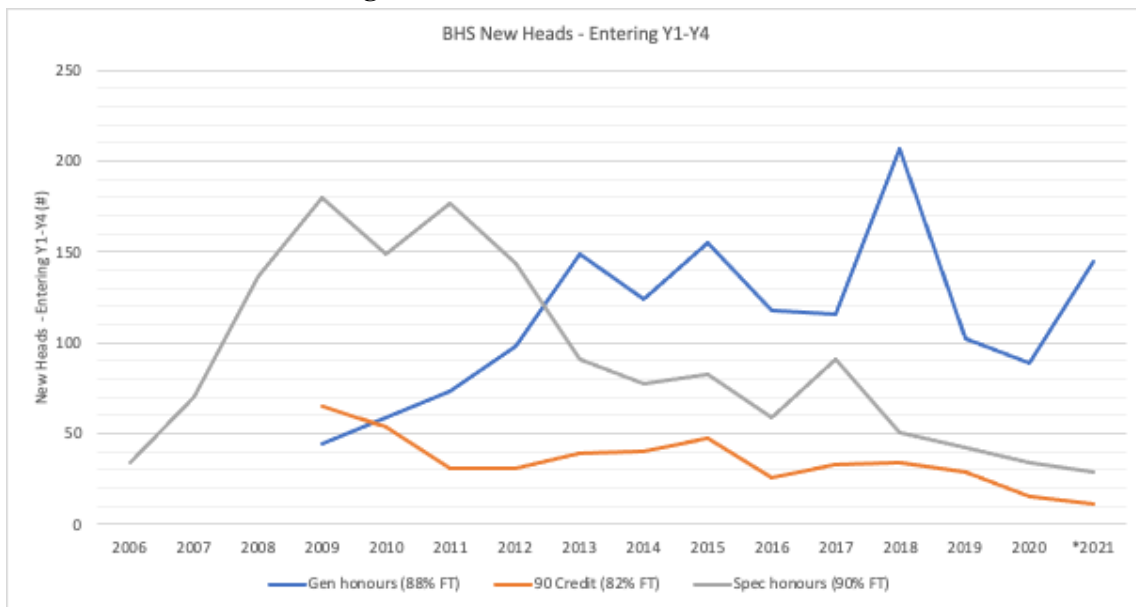
* 2021 data are as of Oct. 15, 2021, Data source: FoH Integrated Academic Program Report and SHPM Majors Data

Figure 2. SHPM 2012 – 2020 graduation data
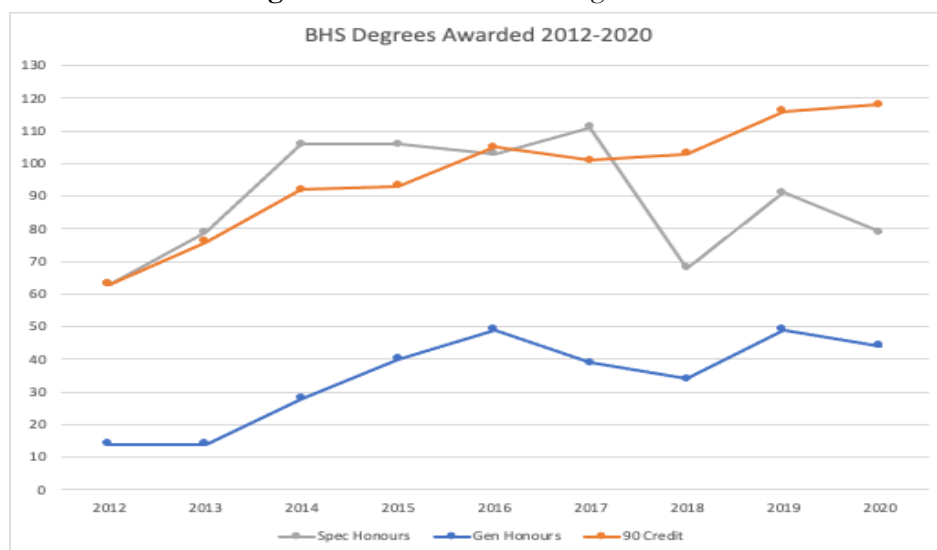
Data source: FoH Integrated Academic Program Report

Merging our three separate Specialized Honours BHS degrees into one consolidated Specialized Honours degree, which does not require students to declare specific area of focus, should help to divert enrollments from the General Honours into the Specialized Honours degree. Such a shift would strengthen student engagement with and connection to the program (as noted, our General Honours students presently take a large number of degree credits from outside the faculty) and increase retention and graduation rates. Additionally, since our much sought after 9.0 credit practicum is only available to Specialized Honours students in their 4ᵗʰ year of the program, the merge may help students meet eligibility requirements for enrollment into the practicum.

9.4 **Consolidating the degree allows our program to remain highly *relevant* compared with peer institutions, while also allowing SHPM to focus on *innovative pedagogy* that is responsive to the *needs of the field*.** We conducted an environmental scan of Ontario University Bachelor of Health Studies programs to ensure that our revisions are both in line, and competitive with, other Health Studies programs in the province (Appendix 1). The Scan highlighted that the consolidated Honours program is consistent with the market and that our program is novel in two ways: (1) the health equity focus that underlies our program in Health Policy, Management & Informatics; (2) coverage of all 3 areas (management, policy & informatics) while other programs tend to have more of a singular focus. The consolidated specialized Honours degree will meet the growing demand for Health Studies graduates who have an **inter-disciplinary understanding** of these three program areas and are therefore well versed in the growing interconnectedness and complexity that increasingly characterizes health systems.

We believe that our proposed changes will help **attract quality applicants** to the Specialized Honours BHS program in a competitive market.

10. Alignment between program changes and Faculty/University Academic Plan

The proposed program modifications seek to achieve two outcomes that are directly **aligned with York's 2020-2025 SMA**:
1. Our program consolidation is designed to increase program retention and graduation rates (e.g., by redirecting General Honours BHS students with the lowest retention rate into the newly consolidate Specialized Honours) by attracting better students and keeping them more engaged via taking more HLST courses.
2. A single Specialized Honours with higher enrollments will open our Practicum to a larger group of students thereby expanding experiential education skills and competencies – two metrics whose weights are increasing over the remainder of the current SMA.

The proposed modifications are **consistent with several of York's 2020-2025 UAP priorities**: our applied focus and our practicum promote "Working in Partnership", "21ˢᵗ Century Learning", and "Knowledge for the Future". Our commitment to and focus on equity and social justice promotes "Living Well Together" and supports "From Access to Success". Indeed, our School formed a BIPOC Advisory Committee in May 2021 to inform our operational practices, program development, and strategic directions.

UAP Priority "From Access to Success" – Our Commitment to Success for BIPOC & Other Students marginalized through systemic disadvantage. In reviewing the NOI for this Major Modifications proposal the BIPOC Advisory highlighted that students who are unable to maintain Honours progression are often BIPOC students with low socio-economic status. Students unable

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to maintain honours status are ineligible for the practicum, reinforcing the cycle of marginalization. Importantly, they highlighted the need for mechanisms to assist students struggling to maintain the level of academic performance required for Honours progression. Consistent with the UAP priority "From Access to Success", there are several recent and upcoming supports our School is putting in place to promote student success in the BHS. Some of these are designed to help any student struggling to succeed while others are focused towards BIPOC and other groups marginalized through systemic disadvantage. The following are initiatives that have just been implemented, or are still in the planning stages, with the focus on supporting student achievement and student retention:

1. ***Supporting first year transition within the curriculum***. HLST 1010 3.00 and HLST 1011 3.00 have been redesigned as "Pedagogy that Aids Transition" courses using Alf Lizzio's model of the Five Senses of Student Success. These courses teach and support the skills that are key predictors of student success (teamwork, self-reflection, self-regulation, scaffolded learning, and connections to real world) by embedding them within the curriculum. Taking a curricular approach helps to address the access and resource barriers that students might face in attending extra-curricular and co-curricular supports offered by York.

2. ***Supporting student success in HLST 2300 6.00 Statistical Methods for Health Studies***. We tracked student success in HLST 2300 6.00 from 2017 to 2021. Compared to our other required HLST courses at the 2000-level, HLST 2300 6.00 had a higher proportion of students dropping the course and failing the course (see table 10.1). In Fall 2021, 87 students, representing 37% of the incoming cohort, did not have 4U Math. In 2021-22 we introduced a new course, HLST 1111 3.00 (Mathematics for Health Studies), designed to teach foundational mathematical concepts and analytic techniques that are the precursors for university-level statistical analysis (and aligned with the 4U Math curriculum). Beginning in 2023-24, we will require 4U Math or HLST 1111 3.00 as a pre-requisite for HLST 2300 6.00 to support student success in this 6-credit course for both 101 and 105 students. SHPM has also collaborated with Stong and Calumet Colleges to make available PASS (Peer Assisted Study Sessions) and Peer Tutoring for all HLST 2300 6.00 students. Fall 2021 is the first year that this is being offered to our BHS students.

Table 10.1 – Drop and Fail Rates HLST2300 vs other 2000 level courses

	HLST 2300 6.00	HLST 2020 3.00	HLST 2030 3.00	HLST 2040 3.00
Drop Rate (Avg. 2017-2021)	27%	13%	13%	10%
Fail Rate (Avg. 2017-2021)	11%	6%	3%	3%

3. ***Early identification and intervention***. SHPM is working with the AD Students to develop an early identification and intervention process where students who are demonstrating low levels of engagement in a course and/or low grades in their first assessment of the semester are identified and contacted early so they can be connected to supports within the university.

4. ***Commitment to Mentorship***. We are committed to putting concrete mechanisms in place to mentor BIPOC students and students marginalized through poverty, housing insecurity, disability, etc. Given the small number of diverse faculty mentors available, we could seek diverse co-mentors from within the community through formal partnerships and other arrangements (an approach suggested by the Working Group on Systemic and Individual Racism). While still in the planning stage, the School is committed to creating a successful mentorship program for BIPOC and other marginalized students.

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For students who are unable to maintain the level of academic performance required for eligibility for our practicum (HLST 4990 9.00), there are two additional options available for practicum style Experiential Education (EE): (1) we will continue to offer our applied health sector project-based courses (HLST 4900 3.00 and HLST 4900 6.00) which provide students with an opportunity to bridge theory and practice through a term long team project conducted under the direction of the course director in collaboration with a community partner in a local healthcare or health-related organization, (2) students can also enroll in the Cross-campus capstone classroom (C4) course which provides a similar but interdisciplinary team-based applied project opportunity (https://www.yorku.ca/c4/what-is-c4/).

In keeping with the **FoH's Health@2020 academic plan** and strategic direction for Promoting a High-Quality Learning Experience, as well as its Integrated Resource Plan 2020-2021, the SHPM seeks to enhance students' exploration of health from interdisciplinary perspectives to provide students with a comprehensive understanding of current health care challenges. With the School's mission in mind, our proposed 120-credits consolidated Specialized Honours degree will allow students to gain the breadth and depth needed to tackle some of the biggest challenges facing our health and health care system. We believe that having students exposed to three innovative and related areas – Health Policy, Health Management, and Digital Health – as part of one cohesive consolidated program will provide a unique approach to health systems education during their degree. The consolidated program will emphasize the social, political and economic organization of society as it impacts health outcomes and health care, the diverse social and health care needs of Canadians, the role of communities, and equity and social justice as integral considerations in the development of effective health care models and systems. The proposed modifications continue to incorporate the core concepts of creating positive change in our communities and the world around us through teaching and research excellence to keep more people healthier, longer.

The proposed modifications focus on program consolidation and there are therefore no changes to the intellectual boundaries of the BHS. Accordingly, there should be no concern regarding duplication of existing programs at York. There are no professional certification or licensure requirements for our Program.

11. Detailed outline of program changes

11.1. Merge three existing Specialized Honours BHS degrees into one

The proposed consolidation will continue to allow our students exposure to a wide-ranging suite of health policy, health management, and digital health courses. Health Policy provides a strong interdisciplinary theoretical foundation drawing from political science, political economy, law, sociology, gender studies, and ethics to critically assess social, cultural and health systems and contribute to policy research, development and implementation at all levels of society and within health systems. Health Management provides a systems approach to understanding the organization and delivery of healthcare as well as how to approach problem solving and decision making to improve quality, safety, effectiveness, and equity in health systems. Health Informatics (now Digital Health) provides a theory and application-based education in information management, digital health solutions, interoperable health information systems, and current debates in health informatics/digital health to support leading edge health systems.

Table 11.1a provides an overview of the program changes including course requirements for each of four existing Honours degrees as well as requirements for the consolidated Specialized Honours degree we are proposing. Data in table 11.1a highlight the following:

- There is no change to the core courses that all Honours BHS students must take. The same 42 major credits (core courses) currently required for our General Honours BHS students will continue to be required to develop competency in:
  - Foundations of Health Studies (HLST 1010; 1011)
  - Social Determinants of Health (HLST 2010)
  - Health Policy (HLST 2020; 3120)
  - Health Management and Integration of Health Systems (HLST 2030; 3230)
  - Health Informatics/Digital Health (HLST 2040; 3341)
  - Health Care Ethics (HLST 4010)
  - Applied Research Methods in Health Studies (HLST 2300(6.0); 4200(6.0))
- In addition to the core 42 credits, specialized knowledge in health policy, management, and/or digital health will be obtained through 30 upper-level credit requirements for all BHS Specialized Honours students.
- There is increased flexibility and opportunity for students to fulfill their 30 upper-level credit requirements with any mix of health policy, management, and digital health courses that match their interests. As table 11.1a shows,
  - current Specialized Honours students are restricted in that they must take most of their additional specialized HLST credits from within their Specialized Honours Program (Management, Policy or Informatics), with little opportunity to explore the other areas.
- The increased flexibility that is a central feature of the proposed consolidation of the three Specialized Honours degrees will also remove barriers to degree progress for students and will provide added flexibility for course planning, while retaining a diverse set of course offerings.

Table 11.1a – Existing vs Consolidated Degree Requirements

Degree Requirements	EXISTING HONOURS DEGREES				CONSOLIDATED DEGREE
	BHS General Honours[8]	BHS Specialized Honours (Health Policy)	BHS Specialized Honours (Health Management)	BHS Specialized Honours (Health Informatics)	BHS Specialized Honours in Health Policy, Management & Digital Health
Gen Ed Credits	18	18	18	18	18
Major Credits Core	42[1]	42[2]	42[2]	42[2]	42[1]
Additional Specialized credits	0	24[3]	27[4]	24[5]	30[6]
Elective Credits	60	36	36	33	30[7]

[1] The same 42 core requirements from our existing Gen Hon BHS degree are being retained in the consolidated degree: HLST 1010 3.00, HLST 1011 3.00, HLST 2010 3.00, HLST 2020 3.00, HLST 2030 3.00, HLST 2040 3.00, HLST 2300 6.00, HLST 3120 3.00, HLST 3230 3.00, HLST 3341 3.00, HLST 4010 3.00, HLST 4200 6.00

2   Three courses will no longer be required but students will be encouraged to consider them as electives: HLST 4000 3.00, ECON 1000 3.00, ECON 3510 3.00

3   Health Policy courses: HLST 3015 3.00 or 3540 3.00, HLST 3060 3.00 or 3230 3.00, HLST 3110 3.00, HLST 3120 3.00, HLST 4110 3.00 and "one of" options

4   Health Management courses: HLST 3230 3.00, HLST 3400 3.00, HLST 3260 3.00, HLST 3265 3.00, HLST 4210 3.00, HLST 4250 3.00, HLST 4330 3.00, and "one of" option

5   Health Informatics courses: HLST 3110 3.00, HLST 3230 3.00, HLST 3341 3.00, HLST 4310 3.00, HLST 4320 3.00, HLST 4330 3.00, and "one of" option

6   15.0 credits at each of the 3000 and 4000 levels from any of the courses listed in notes 3-5 above which are now part of 'HLST major electives. Complete course lists with short course descriptions can be found in Appendix 2

7   Students must take a minimum of 18.0 elective credits outside the major to ensure they have sufficient breadth in their undergraduate education

8   The General Honours will continue to be offered until some point in the future when we have demonstrated that we can successfully redirect General Honours students into the consolidate Specialized Honours

Program Learning Outcomes. There are no changes to the program learning outcomes (PLOs) – the PLOs for our existing Specialized Honours degrees were revised in 2020 as part of our Undergraduate Cyclical Program Review and will be retained in the consolidated Specialized Honours. The eight Program Learning Outcomes (PLOs) are:

1. Systematically select, interpret and synthesize available information in a clear and succinct manner verbally and in writing using proper sentence structure and citation formats.

2. Critically appraise evidence, perspectives and the assumptions and limitations to various methodological, theoretical and disciplinary approaches in health studies.

3. Work collaboratively in teams to analyze issues, perspectives and solve problems in health policy, management and digital health.

4. Act responsibly and with integrity as expected of professionals in a career that recognizes the social determinants of health and advances health equity.

5. Plan and carry out quantitative and qualitative analyses using an interdisciplinary perspective that considers tensions between evidence and values.

6. Describe and apply health policy concepts to inform decision making at a micro, meso and macro level.

7. Describe and apply health management concepts to assess and improve health system performance.

8. Describe and apply digital health concepts to design and evaluate health information systems and technology solutions.

Our program learning outcomes PLOs (listed above) align with undergraduate degree level expectations (also known as UDLES)[2] (see Table 11.1b). For a map of how the program's eight learning outcomes map to the Undergraduate Degree course requirements, see Appendix 3.

Table 11.1b – PLOs alignment with undergraduate degree level expectations

Degree Level Expectations	Aligned PLOs
Depth & breadth of knowledge	1, 4, 5
Knowledge of methodologies	2, 5
Application of knowledge	1, 3, 6, 7, 8
Communication skills	1, 3

[2] OCAV's Undergraduate Degree Level Expectations: https://oucqa.ca/framework/appendix-1/

| Awareness of limits of knowledge | 1 |
| Autonomy & professional capacity | **3, 4** |

11.2. Change names of (i) Specialized Honours Degree and (ii) Health Informatics Certificate

The proposed major modifications require that a new name be given to the consolidated Specialized Honours degree. A detailed process was undertaken over the last two years to help inform our decision regarding the most suitable degree name. The process included development of guiding principles for naming and collection of data from a range of stakeholder (students, faculty, FOH Enrollment management team, and practicum organizations). The most pertinent guiding principle was that the **Degree name must reflect what is offered in the degree** (broad spectrum of areas: Policy – including equity and social justice, Management, Informatics/digital health) and must **balance fidelity to our program's history while emphasizing transformation**.

Based on the process undertaken to determine the consolidated degree name, the proposed consolidated Specialized Honours degree will be a **BHS in Health Policy, Management & Digital Health**. The rationale for changing the term 'Informatics' to 'Digital Health' in the degree name is as follows, and also supports changing the name of the Health Informatics Certificate to **Certificate in Digital Health**

Rationale for changing the term 'Informatics' to 'Digital Health'.
1. The term Health Informatics was built around the electronic health record, however, the advancement of technology, Apps, social media, machine learning, and other technologies has expanded the domain beyond the hospital and beyond the patient-doctor encounter – that expansion is reflected in the term 'digital health'. The term 'Digital Health' does not eliminate or take away from health informatics, rather it enlarges the field and can be thought of as a wider umbrella term.
2. The term 'Digital Health' reflects our current offerings with four new or revamped courses in this area approved in the last few years.
3. It is important that our degree name is current, reflecting recent trends in the field. In 2017 COACH (Canada's Health Informatics Association) changed its name to Digital Health Canada; Canada Health Infoway now describes their focus as being about 'healthier Canadians through innovative digital health solutions'; newer degrees in this area are using the term 'digital health'.
4. Digital health is felt to be more meaningful and attractive to prospective students.

A detailed report regarding the process undertaken to identify the most suitable name as well as the stakeholder data is included in Appendix 4.

11.3. Closure of existing Specialized Honours BHS programs

Given this Major Modifications Proposal proposes to merge our three existing BHS Specialized Honours degrees into one consolidated Specialized Honours degree that covers Health Policy, Management & Digital Health, we have included a single program Closure form for the three current degrees. The form can be found in Appendix 5.

11.4. Change Minor to Health Policy, Management & Digital Health

With the consolidation of the three Specialized Honours, we will now offer a Minor in Health Policy, Management & Digital Health instead of separate Minors in each of these areas. As per the requirements for Minors, the minor is 30 credits with 6 credits at the 4000 level. These 30 credits mirror the core HLST requirements for the Specialized Honours, (excluding the 12 credits in statistics and applied research methods). Specific requirements can be seen in Appendix 9 (side-by-side Calendar copy).

11.5. Changes to prerequisites for HLST 2030 3.00

We are proposing the removal of ADMS 1000 as a prerequisite for HLST 2030 3.00 (Changes to Existing Course form can be found in Appendix 6). The school requested a change in the prerequisites of HH/HLST 2030 3.00 in 2018-2019 (adding an additional prerequisite of AP/ADMS 1000 3.00) and this request was granted and came into effect 2019-2020. Unfortunately, AP/ADMS 1000 3.00 is only a degree requirement for our management stream students and not a requirement for policy, informatics, or general honours students. Having a course - that is not a degree requirement - as a prerequisite for a course that is a degree requirement is causing student confusion and we have had demands for tuition refund. We have included the following disclaimer in the course notes as a workaround:

THE PRE-REQUISITE OF ADMS 1000 3.0 IS NOT ENFORCED. If you are blocked from enrolling, seek permission from the School of Health Policy & Management by completing a request form at https://shpm.info.yorku.ca/courses/course-waiting-list/. Note that ADMS 1000 3.0 is a degree requirement for 120-credit honours Specialized Honours degree in Health Management. We encourage you to refer to your Degree Progress Report for the requirements that are needed for you to graduate: https://myacademicrecord.students.yorku.ca/degree-progress-report

We are requesting to remove the AP/ADMS 1000 3.00 as a prerequisite for HLST 2030. We will ensure that we cover the relevant AP/ADMS 1000 material early on in HLST 2030. There are no changes to the learning outcomes. Importantly, this change is required as we will be closing the Specialized Honours degree in Health Management (see 11.3) above with the launch of the proposed consolidated degree.

12. Consultation undertaken with relevant academic units

We consulted with three units with connections to our courses advising them of any anticipated impact to their programs (support letters can be found in Appendix 7). We discussed our proposed major modifications with the Schools of Global Health (Faculty of Health), Administrative Studies (LA&PS), and the Department of Mathematics and Statistics (Faculty of Science) – highlighting that our proposed changes will not impact the courses where we reserve seats for these Schools' students. We received support letters from the Directors/Chairs of these three Schools stating they are pleased that our courses (or approved substitutions) will continue to be offered with seats reserved for their students.

In terms of programs internal to York, our proposed consolidated Specialized Honours degree that covers Health Policy, Management & Digital Health programs will continue to be unique to York and the intellectual "boundaries" of our Bachelor of Health Studies degree are not changing. As

such, we engaged in limited consultation outside our School. That said, we have consulted to the extent that the field and related fields are changing. For instance, in consultation with the Department of Math and Statistics we have identified opportunities for connection between our program and their proposed new major in Data Science (Data Science majors will need to identify a domain emphasis and Health is one such domain). The new Data Science major with a domain emphasis in Health presents a couple of opportunities for our School including: (1) it provides a pathway to our new graduate field/program in Health Management & Health Data Analytics and (2) it provides a chance to enroll a cohort of Data Science students in 5-9 of our undergraduate Health Studies courses to meet their domain emphasis course requirements (bringing appropriate revenue into the Faculty of Health).

In terms of programs external to York, an educational development specialist in the Faculty of Health (Y. Delaviz) provided a scan of existing programs (Appendix 1). Results indicate that a consolidated Specialized Honours that covers Health Policy, Management, & Digital Health does not exist. While there are programs that focus on one of these three areas while peripherally touching on one of the other areas, we found no programs that focus on all three subject areas, nor did we find programs with the range of expertise housed within our School that spans all three subject areas along with health equity.

As noted, we also consulted with our School's BIPOC Advisory committee – a committee that was established in May 2021 to advise the school on how new School initiatives may impact BIPOC students, faculty and staff (see Section 10 of this proposal).

13. Changes to any admission requirements

Program Admission requirements will remain the same as admission requirements in place for the three Specialized Honours BHS programs we currently offer.

14. Resource implications

Our proposed changes will permit the delivery of our core and elective courses within equivalent YUFA and CUPE resources we have utilized over the last several years. Added flexibility with course planning/offerings in any given year that the proposed consolidated program will provide may, in some academic years, actually reduce our reliance on CUPE instructors.

By consolidating our three Specialized Honours degrees into one Specialized Honours, it is our expectation (for reasons described above) that some students who presently enroll in the BHS General Honours (with 60 credits of electives) will, in future, enrol in the consolidated Specialized Honours. These students will be required to enrol in more courses within the HLST major than they do presently. However, based on our analysis and forecasting (Appendix 8) we have determined that we will not be required to offer more sections than the range of what we have offered in the past several years because additional demand for 4000 level courses will be offset by our ability to better maximize capacity within our 4th year courses. At present we are unable to fill all of our 4th year courses as there are many that must be offered annually to facilitate degree progression for three separate Specialized Honours BHS degrees. Since 2018 we have also been consistently enforcing prerequisites which has stabilized course demand and facilitated degree

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progression – a situation which should also better enable us to maximize capacity in our 4th year courses.

A single Specialized Honours will open our new Practicum to a significantly larger group of students thereby expanding experiential education (EE) opportunities, skills, and competencies. We presently enroll approximately 25 students per year in our practicum with 0.33 FTE EE coordinator. This number has been steadily increasing over the last 4 years (see Appendix 8, 3.2). To achieve a target of enrolling 75 students annually in the practicum we are requesting additional support from the Faculty of Health's Experiential Education Coordinator. This small resource request will be more than offset by additional revenue the proposed modifications are likely to bring into the Faculty. More specifically, should we achieve higher levels of enrollment in the practicum it will mean we have been successful in converting some of our General Honours students to Specialized Honours thereby bringing additional revenue to the faculty via the 30 additional HLST major elective credits they will be required to take as Specialized Honours students. As noted above, this conversion to our more HLST intensive Specialized Honours will not require us to offer more sections than what we currently offer because the consolidated Specialized Honours will enable us to better maximize capacity within our 4th year courses. As Appendix 8 shows, there is currently underutilized space in our 4th year courses (based on data from the last 4 years, the average # of HLST students enrolled in our 4th year courses has been 34.2).

The EE coordinator plays a critical role in developing partnerships and securing placements, as well as recruiting and preparing students before embarking on the Practicum. We anticipate that the EE Coordinator would also be able to assist all SHPM faculty members as they integrate additional EE components into their courses. **We believe the BHS Practicum is novel and is the single biggest attraction for 101 applicants to a Specialized Honours BHS degree.** Attracting large numbers of high caliber students will be contingent upon our ability to grow the practicum and the Practicum Coordinator has demonstrated success in this area.

15. Mode(s) of delivery

Traditionally, the mode of delivery for our courses involves a balance of in-person and blended courses. Generally, courses offered in first and second year of the degree are delivered in-person, and as students enter 3rd and 4th year, they can take blended courses alongside in-person offerings. Our SHPM Curriculum Committee is exploring how we might optimize the availability of blended courses and online courses in our degree in future, using the Faculty of Health Guiding Principles for Post-Pandemic Course Planning, however at present there are no planned changes to modes of course delivery for our program.

While the COVID-19 pandemic has revealed the need for us to consider which aspects of our program might be delivered in a blended or online format, it has also highlighted the importance of face-to-face interactions among students and faculty for learning and growth and for promoting higher levels of program engagement.

16. Changes to assessment of teaching and learning

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The assessment of teaching and learning will remain the same. Just as there are no changes to our Program Learning Outcomes, there are no changes to Course Learning Outcomes in the consolidated degree. Course Directors will continue to follow best practices for assessment.

17. Accommodation of current students during program changes

Newly Admitted Students. All students entering the Specialized Honours BHS program in the fall of 2023 and thereafter, will complete the consolidated program requirements.

Current Students. Students currently enrolled in the program will be grandparented and given the option of completing the old program or the consolidated program requirements. We anticipate that some students will choose to apply for a program change due to the added flexibility of the degree requirements in the consolidated program. Current students opting to complete one of the old programs can be easily accommodated in the following ways. First, we do not intend to retire any of our current course offerings with these proposed changes. Second, all core courses (42 credits) required for our General and Specialized Honours degrees will continue to be offered at the same frequency as they are required for the proposed consolidated degree. This will ensure that students currently enrolled in the General Honours degree will not experience issues with degree progress. We anticipate that students in the three Specialized Honours degrees prior to Fall 2023 will have the same access to their course requirements; however, in cases where a required course is not offered, the UPD will offer a selection of approved substitutions for the Specialized Honours degree so that degree progress is not impacted.

The Undergraduate Program Office will initiate a process of informing current students of the revised program requirements and their options for completing the degree. We will push information out through targeted email messages to the student listserv to inform students of the changes as well as offer workshops and information sessions for students. We will provide information sessions to advisors so that they are fully informed of the consolidated program requirements and the options available to students.

Finally, while we are not planning to discontinue any courses at this time, we are proposing a seven-year sunset window for the old programs such that current students who entered the program up to and including 2022-2023 will be entitled to complete the old requirements until the end of academic year 2029-2030. The School will work with students on a case by case basis using course substitutions to accommodate any students remaining beyond that date.

Faculty / Program Transfers. Students who transfer into the Specialized Honours BHS program from other Faculties or other degree programs from FW2023-2024 onwards will be required to follow the consolidated program requirements.

Reactivations. All students who have been away from their studies and reactivate their studies in a Specialized Honours BHS program as of FW2023-2024 and onwards will be required to follow the consolidated program requirements.

18. Appendices

Appendices - BHS Major Modifications

Appendix 1.   Environmental Scan **Not included for Senate; available upon request.**

Appendix 2.   Course List

Appendix 3.   PLOs & Curriculum Map

Appendix 4.   Degree Naming Report **Not included for Senate; available upon request.**

Appendix 5.   Program Closure Form

Appendix 6.   Changes to existing course form HLST 2030 3.00

Not included for Senate; available upon request.

Appendix 7.   Support Letters

Appendix 8.   BHS 4th year Modelling **Not included for Senate; available upon request.**

Appendix 9.   Side-by-side comparison of existing and proposed program requirements

Not included for Senate; available upon request.

Appendix 2.   HLST Major Course List & Description

1.   **HLST Major - Requirements (Core Courses):**

Course Code	Course Title	Short Course Description
HH/HLST 1010 3.00	Foundations of Health Studies I	An inter- and multi-disciplinary introduction to the issues underlying Canada's health care system. Examines the social, cultural, economic, and political influences on concepts, values and structures of Canada's health care system. Course credit exclusion: HH/IHST 1010 3.00
HH/HLST 1011 3.00	Foundations of Health Studies II	Uses the entry point of faculty research to explore a wide range of issues and social contexts in health care. Case studies and course material will focus on the struggle for health and equity for all.
HH/HLST 2010 3.00	Social Determinants of Health	Societal factors determine why some people stay healthy and others become ill. This course examines how these determinants of health influence health. Focus is upon income, stress, early life, social exclusion, work conditions, unemployment, social support, addiction, food and transportation. Prerequisites: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 Course Credit Exclusions: HH/IHST 2200 3.00 Prev: HH/HLST 3010 3.00
HH/HLST 2020 3.00	Health Policy: Power and Politics	Examines the development of health policy from the micro, meso and macro points of view. Explores how decisions are made and the role of both government and non-government bodies, using case histories to illustrate the interplay of these factors. Prerequisites: HH/HLST 1010 3.00 and HH/HLST 1011 3.00. Course Credit Exclusion(s): HH/IHST 2000 3.00.
HH/HLST 2030 3.00	Essentials of Health Care Management	Examines key areas that comprise the field of health care management by building on the root disciplines of organizational theory, strategic management and organizational behavior. Topics include the design and managerial roles in health care organizations, leadership and motivation, work team performance and interorganizational relationships. Prerequisite: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 and AP/ADMS 1000 3.00, or HH/IHST 1010 3.00.
HH/HLST 2040 3.00	Introduction to Health Informatics	Introduces basic principles of health informatics as applied to a variety of health and social area applications. Examines how the delivery of healthcare is changed in response to new technology development. Explores knowledge and skills in the field of health data collection, storage, process and communication. Prerequisite: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 or HH/IHST 1010 3.00. Course Credit Exclusion(s): HH/HLST 2050 3.00.
HH/HLST 2300 6.00	Statistical Methods in Health Studies	An introduction to the analysis of data from health studies. Fundamental concepts and techniques of both descriptive and inferential statistics and their application to health research. Prerequisite: HH/HLST 1010 3.00 and HH/HLST 1011 3.00. Course Credit Exclusion(s): AP/ADMS 2300 6.00 (prior to summer 2018) or HH/KINE 2050 3.00 or HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00 Note: HH/HLST 1111 3.00 Mathematics for Health Studies highly recommended for students without grade a 12 (4U) Math.
HH/HLST 3120 3.00	Analyzing Processes of Power & Politics	A continued exploration of the processes of health policy development and the outcomes to which they lead. Varying analytic approaches will be applied to three policy themes: the public/private mix in health care, integrated health systems and international health systems. Prerequisite: HH/HLST 2020 3.00

Course Code	Course Title	Short Course Description
HH/HLST 3230 3.00	Integrated Health Systems in Canada	Examines and critiques the elements and concepts of an evolving integrated health system (IHS) in Canada. Studies the evolution and the socio-political-economic impact of this new evolving holistic and integrated health-healing model from an interdisciplinary and cross-sectoral perspective. Prerequisite: HH/HLST 2030 3.0. Open to: Students who have 54 earned credits.
HH/HLST 3341 3.00	Health Informatics II	Designed to develop a global understanding of the significance of health information systems (HIS) in healthcare. Topics include: health information management, HIS implications in transformation of health care and health care services delivery, standards development, technical and policy issues surrounding security, privacy and confidentiality of health care data. Prerequisite: HH/HLST 2040 3.00 or HH/HLST 2050 3.00. Open to: Students who have 54 earned credits.
HH/HLST 4010 3.00	Health Care Ethics: Policy & Management	Provides an overview of ethical issues involved in health care policy, management and informatics in Canada. It combines theory and practical application to allow for reflection on the role values and beliefs play in health policy, management and informatics decisions. Prerequisites: HH/HLST 2020 3.00, 2030 3.00 and 2040 3.00. Course Credit Exclusion: HH/IHST 4010 3.00 Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4200 6.00	Applied Research Approaches in Health	Examines key issues associated with inquiry into health policy, management and informatics issues. The advanced seminar topics include various research methods and design issues relevant to health studies, data analysis and communication of research findings. Prerequisites: HH/HLST 2020 3.00, HH/HLST 2030 3.00, 2040 3.00 and HH/HLST 2300 6.00. Note: Students with course equivalents to HH/HLST 2300 6.00 will be required to complete Lynda.com SPSS training, or equivalent, before enrolling and submitting proof of completion to the School. Open to: Students in the BHS Honours program with 84 earned credits.

(Note: The top of the first row continues "Open to: Students who have 54 earned credits." from a previous page.)

2. HLST Major – Elective Courses

Course Code	Course Title	Short Course Description
HH/HLST 1111 3.00	Mathematics for Health Studies	Introduces and encourages mastery of introductory mathematical concepts and quantitative literacy relevant to health policy, management and informatics applications. Open to: BHS students
HH/HLST 1120 6.00	Uncovering the Body	Using The Body as the organizing theme, this cross-faculty course (ES, Health, Education, and Fine Arts) models the unique features of York's curriculum: interdisciplinary, arts-based inquiry, community-engaged, inter-professional, social justice-oriented, and enhancing student experience through EE. Topics may include theories of embodiment, the interrelationships between human and environmental health, representations of the body in art and the body as a site of learning and acting. Course Credit Exclusions: HH/HLST 1900 6.00, ES/ENVS 1900 6.00. Note: This is an approved general education course for the Faculty of Health students. This course can be used as either humanities or social science credit.

HH/HLST 3012 3.00	Indigenous Peoples Health	Provides students with an overview of Indigenous health and wellness in Canada. Student will learn to critically examine and reflect on the historic, economic, social, cultural and political dimensions of health and wellness using an Indigenized social determinant of health lens. In order to think of Indigeneity and health together, we must pay close attention to the multiple dimensions of settler colonial violence, including the violence of: law; research; healthcare policy; education; and social services. This course focuses specifically on Indigeneity in the context of settler colonialism and the Canadian state. Prerequisite: HH/HLST 2010 3.00 Open to: Students who have 54 earned credits.
HH/HLST 3015 3.00	Pharmaceutical Politics and Policy	Examines the place of pharmaceuticals in the Canadian health care system. Focuses on conflicts among stakeholders in policy formation, costs and physician prescribing behaviour. Prerequisite: HH/HLST 2020 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3060 3.00	Introduction to Health Care System Dynamics	An introduction to system dynamics modeling for the analysis of health care policy and management. Examines the dynamic complexity of health care systems and its role in policy resistance. Provides a framework and set of techniques to help make sense of health care system complexity. Prerequisite: HH/HLST 2300 6.00 or HH/IHST 2010 6.00. Open to: Students who have 54 earned credits.
HH/HLST 3110 3.00	Major Themes in Health Policy in Canada	Examines critical points in the development of Canada's health care system at the municipal, provincial and federal level. Focuses on understanding the perspective of the different parties and the historical context in which the policies were implemented. Prerequisite: HH/HLST 2020 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3130 3.00	Developing Practical Skills: Writing Health Reports and Research Proposals	Assists in developing practical skills in writing briefing notes and research proposals. Surveys national and international data bases, governmental, non-governmental and professional association resources, assessing the use of such sources to answer specific research questions in briefing notes and proposals. Prerequisites: HH/HLST 2020 3.00, HH/HLST 2030 3.00 and HH/HLST 2040 3.00 Open to: Students who have 54 earned credits.
HH/HLST 3260 3.00	Health Services Accounting	Examines accounting practices in various health sectors and organizations in Canada. Prerequisite: HH/HLST 2030 3.00. Course Credit Exclusions: HLST 3250 6.00, AP/ADMS 3525 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3265 3.00	Health Services Finance	Examines finance practices in various health sectors and organizations in Canada. Prerequisite: HH/HLST 3260 3.00. Course Credit Exclusions: HH/HLST 3250 6.00, AP/ADMS 3526 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3310 3.00	Electronic Health Record	Provides students with the knowledge and skills to manage health information services in health organizations, to use computer technologies to collect, manage analyze and technically evaluate health information and work with confidential health records. Prerequisites: HH/HLST 2040 3.00 or HH/HLST 2050 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3320 3.00	Health Database Applications	Students will develop a working knowledge of design, implementation, administration and maintenance of relational database systems used in various areas in healthcare. Oracle, the full-scale multi-platform database management system, is used to teach database design and client/server

		application development and implementation. Prerequisites: HH/HLST 2040 3.00 or HH/HLST 2050 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3330 3.00	Global eHealth/Virtual Communities	The course provides student with knowledge of Virtual Communities and their applications in e-Health, at a global level. It investigates the Virtual Community paradigm, its relation to computer supported collaborative work, the internet and smart devices. The course studies the convergence of Virtual Communities with social media, and their applications in global e-Health initiatives in different areas, such as homecare, chronic disease management, telemonitoring, and patient support. Prerequisite: HH/HLST 2040 3.00 or HH/HLST 2050 3.0.
HH/HLST 3350 3.00	Health Data Analytics, Machine Learning and AI	Provides a practical introduction to Health Data analytics to students from multiple disciplines. It permits students to understand data analytics including descriptive, predictive and prescriptive analytics, machine learning, artificial intelligence and the different tools that can be deployed to implement health data analytics. Students would be able to understand how and when healthcare analytics can be used to make better decisions; they will also be able to identify the opportunities and the challenges that analytics present to health and society. Prerequisite: HH/HLST 2300 6.00
HH/HLST 3400 3.00	Quality and Safety in Healthcare	Analyzes issues related to health system improvement and patient safety. Examines quality improvement and patient safety theory and techniques and considers the barriers and facilitating factors for bringing about improvement in the delivery and outcomes of health care faced by managers, clinicians and organizations. Prerequisite: HH/HLST 2030 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3500 3.00	Quality and Op. Excellence in Healthcare - Intro to Lean Six Sigma	An introduction to Lean Six Sigma, a rigorous data-driven methodology and proven set of tools for eliminating waste, reducing variation and improving quality and processes. Illustrates the relevance of Lean Six Sigma to continuous improvement in healthcare processes using examples and case studies across the health care continuum. Extensive use of graphical and statistical analyses using statistical software. Prerequisites: HH/HLST 2030 3.00 and HH/HLST 2300 6.00.
HH/HLST 3510 3.00	Poverty and Health in Canada	Examines evidence related to the increasing incidence of poverty in Canada and the mechanisms by which poverty threatens the health of both the poor and not poor. Explores various potential policy responses. Prerequisite: HH/HLST 2020 3.00. Open to: Students who have 54 earned credits.
HH/HLST 3520 3.00	Aging: Comparative Perspectives	This course will explore various approaches to understanding contemporary aging issues. Open to: Students who have 54 earned credits.
HH/HLST 3530 3.00	Population Aging and Health: Policies, Programs and Issues	Aging in Canada has been depicted by many in the health care community as a looming calamity. Takes a unique Canadian focus and proposes that population aging can be a challenge that will force Canada's health care system to make some careful and innovative policy, program and service choices. Open to: Students who have 54 earned credits.
HH/HLST 3540 3.00	International Agencies in Health Care	Non-governmental and supranational agencies are playing an increasing role in the health care planning and in influencing the development of health care policies in both developed and developing countries. Students will examine the roles of a number of these agencies. Open to: Students who have 54 earned credits.

HH/HLST 4000 3.00	Health Care Law	Legislation relevant to health care; consent to treatment; cases of negligence; medical staff privileges; release of information. Prerequisites: HH/HLST 2020 3.00, 2030 3.00 and 2040 3.00. Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4020 3.00	History of Health Care Ethics	Analyzes the diversity and controversies surrounding health care ethics over more than two thousand years of debates and experiences by practitioners and patients. Makes connections between past practices and present developments upon which to guide future decision-makers. Prerequisites: HH/HLST 1010 3.00 and HH/HLST 1011 3.00. Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4110 3.00	Comparative Health	Examines historical, cultural, environmental, economic and political considerations of national health systems throughout the world, especially as health becomes less isolated and more an interconnected and integral part of all the other systems impacting our globe. Prerequisites: HH/HLST 2020 3.00 or HH/IHST 2000 3.00. Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4130 3.00	Public Policy and Disabilities	This course examines public policy approaches to disability in Canada and other western nations. It considers the extent to which public policy can provide persons with disabilities access to societal resources; voice in policy development and opportunities for participation in everyday life. Integrated with: GS/CDIS 5090 3.00 Prerequisite: HH/HLST 2020 3.00
HH/HLST 4140 3.00	Mental Health Policy	Involves an analysis of mental health policy, from early conceptualizations and approaches to mental health care, to more recent societal approaches, government initiatives and legislation in the Canadian and other international contexts. Integrated with: GS/CDIS 5045 3.00 Prerequisite: HH/HLST 2020 3.00 Open to: Students in the BHS Honours program with 84 earned credits
HH/HLST 4210 3.00	Health Care Leadership	Addresses the most salient leadership skills required for the micro-meso-macro developments in the health care field in Canada: foresight, systems thinking, issue management, impact assessment, critical thinking, contingency planning, visioning, strategic planning, change management, facilitation and negotiation. Prerequisite: HH/HLST 2030 3.00. Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4250 3.00	Measuring Health System Performance	Analyzes issues related to the measurement, dissemination and use of health system performance information. Examines the measurement of health system performance at multiple levels in the system and in different settings and jurisdictions. Prerequisite: HH/HLST 2030 3.00. Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4260 3.00	Topics in Health Services Financial Management	Explores current topics in health services financial management including fiscal sustainability, funding reforms, innovation adoption, costing and pricing, and or performance measurement. Applies accounting and finance theory to explore and critically evaluate current policy and management initiatives surrounding these issues. Prerequisites: HH/HLST 3260 3.00 and HH/HLST 3265 3.00 Course Credit Exclusion: AP/ADMS 4525 3.00
HH/HLST 4300 3.00	Advanced Seminar in Health Informatics	Provides students with up-to-date knowledge of the current research directions in the health informatics domain and the main questions raised in the field. Exposes students to a wide range of current research problems, projects, findings, and debate in health informatics. Prerequisites: HH/HLST 3320 3.00, and HH/HLST 3341 3.00. Open to: Students in the BHS Honours program with 84 earned credits.

HH/HLST 4310 3.00	Analysis & Design of Health Information	Provides the students with the knowledge and the ability to analyze health information systems and design health systems specifications to meet specific objectives, using the appropriate CASE tools. Methods for structured health analysis and design are covered. The use of teamwork is emphasized. Prerequisites: HH/HLST 3320 3.00. Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4320 3.00	eHealth	Introduces the major issues and trends in the application of Information and Communication Technologies (ICT) in the health care service sector. Open to: Students in the BHS Honours program with 84 earned credits.
HH/HLST 4330 3.00	Decision Making & Decision Support	Integrates literature on decision making and literature on management information systems in the health care context to illuminate the rational and non-rational aspects of decision making in health care. Prerequisite: HH/HLST 2300 6.00 Open to: Students in the BHS Honours program with 84 earned credits
HH/HLST 4340 3.00	Health Technology Assessment	Provides students with the knowledge and skills required to carry out systematic analysis and make informed decisions concerning the introduction, allocation and cost-effective use of technologies in healthcare. Prerequisites: HH/HLST 3320 3.00 and HH/HLST 3341 3.00 Open to: Students in the BHS Honours program with 84 earned credits
HH/HLST 4350 3.00	User-Experience Design for Healthcare	Explores the benefits and opportunities of the growing field of user-experience design methods in healthcare. Students earn a framework for when and how to employ user-centered deign and practice hands-on strategies and techniques for identifying healthcare gaps, engaging with stakeholders, co-designing prototypes, iterating wire-frames, evaluating outcomes, designing for implementation and successfully disseminating the knowledge to various stakeholder groups. Prerequisites: HH/HLST 2040 3.00 Open to: Student with 84 credits
HH/HLST 4510 3.00	Health and Human Rights	Examines how health and human rights are complementary approaches to understanding and analyzing human well-being. The congruence of the two fields has arisen as the definition of human rights has expanded from civil and political rights to include social and economic rights. Will examine this evolution and its implications. Course credit exclusion: HH/IHST 4510 3.00 Open to: Students in the BHS Honours program with 84 earned credits
HH/HLST 4520 3.00	Contemporary Migration and Health	Analyze critically the historical, social, political, cultural and systemic factors contributing to the health of migrant populations for an advanced understanding of the context as experienced by migrants. The course content covers a historical review of migration with a focus on Canada; key theoretical frameworks; and heterogeneity within migrant groups with a particular focus on vulnerable groups. Open to: Students in the BHS Honours program with 84 earned credits
HH/HLST 4900 3.00/6.00	Health Sector Applied Project	Provides qualified students with career relevant learning experiences and the opportunity to bridge theory and practice through a team project under the direction of the course director in collaboration with a community partner in a local healthcare or health-related organization. Students apply project management concepts in an interdisciplinary team of students from policy, management, informatics and health studies as appropriate. The community partner project will have clear objectives, milestones and outcomes and student teams will develop a project charter, carry out the workplan, and present to the course director and project partner. The project is carried out on campus but may require visits to the community partner and students will be responsible for maintaining ongoing and open communication with

HH/HLST		the community partner as required for successful completion of the project. Students will meet regularly in- class with the course director for seminars, group learning, and guest speakers.
		Pre-requisite(s): HH/HLST 2020 3.00, HH/HLST 2030 3.00, HH/HLST 2040 3.00, HH/HLST 2300 6.00, and HH/HLST 2010 3.00 or HH/HLST 3010 3.00
		Pre/Corequisite: HH/HLST 4200 6.00
		Open to: Students in the BHS Honours program with 84 earned credits.
		Note 1: A minimum GPA of 6.00 is required in major credits.
		Note 2: Enrollment by permission only. Students complete Seeking Course Permission Form available on School's website, and the Instructor will select from those who apply. Decisions are made before the start of term.
		Note 3: This course will require a commitment of 12 hours per week over 11 weeks (132 hours). As part of the 12 hours, students will be required to attend in-class activities with their group and course instructor or interaction with their community-partner.
HH/HLST 4990 9.00	Health Studies Practicum	Designed to bridge theory and practice in a variety of health care settings, the practicum is a planned, supervised and evaluated practice-based experience in which students are mentored and supported by fieldwork-supervisors. To support students' development of professionalism skills within work integrated learning, students are required to attend pre-practicum workshops and in-class pre-placement sessions. The practicum course will require 15-20 in-class hours and 250-300 in-field hours. Students will prepare a learning contract, complete a field-based project deliverable, participate in continuous reflective-related exercises and prepare a final practicum poster presentation. The practicum is open to students in BHS specialized honours program.
		Prerequisites: HH/HLST 4000 3.00, and HH/HLST 4010 3.00
		Pre/Corequisites: HH/HLST 4200 6.00 Open to: Students in the BHS Specialized Honours program with 84 earned credits
		Note 1: A minimum GPA of 7.0 is required in major credits.
		Note 2: Enrollment is by permission only. Students with the required earned credits are invited to an Information Session in the Winter term prior to placement. Students submit an application, are interviewed and those selected are notified by end of Winter term.
		Note 3: Students are required to complete all pre-practicum risk management and screening requirements before the Winter term of practicum.
		Note 4: Students are required to attend all in-class pre-practicum sessions and post-practicum sessions and commit to a minimum of 3 days a week in fieldwork placements based on negotiated workdays with the field supervisor, completing a minimum of 250-300 in-field work hours.

Appendix 3

Program Learning Outcomes (PLOs) Curriculum Map

Introductory (I): Teaching and learning activities focus on basic concepts and skills. Students recall/explain concepts.
Developed (D): Teaching and learning activities reinforce concepts and skills. Students apply procedures or analyze concepts.
Mastery (M): Teaching and learning activities focus on the use of concepts and skills. Students analyze concepts at multiple levels of complexity, evaluate decisions, or create new ideas. Students are assessed on graduation-level proficiency in the outcome.

	I	D	M
Taught			
Assessed			

BHS - HLST Major Core Courses

PLOs	HLST 1010	HLST 1011	HLST 2010	HLST 2020	HLST 2030	HLST 2040	HLST 2300	HLST 3120	HLST 3230	HLST 3341	HLST 4010	HLST 4200
1												
2												
3												
4												
5												
6												
7												
8												

Program Learning Outcomes: Consolidated Specialized Honours.

1. Systematically select, interpret and synthesize available information in a clear and succinct manner verbally and in writing using proper sentence structure and citation formats.

2. Critically appraise evidence, perspectives and the assumptions and limitations to various methodological, theoretical and disciplinary approaches in health studies.

3. Work collaboratively in teams to analyze issues, perspectives and solve problems in health policy, management and digital health.

4. Act responsibly and with integrity as expected of professionals in a career that recognizes the social determinants of health and advances health equity.

5. Plan and carry out quantitative and qualitative analyses using an interdisciplinary perspective that considers tensions between evidence and values.

6. Describe and apply health policy concepts to inform decision making at a micro, meso and macro level.

7. Describe and apply health management concepts to assess and improve health system performance.

8. Describe and apply digital health concepts to design and evaluate health information systems and technology solutions.

BHS – HLST Major Electives

PLOs	HLST 1111	HLST 1120	HLST 3012	HLST 3060	HLST 3130	HLST 3260	HLST 3310	HLST 3320	HLST 3330	HLST 3350	HLST 3400	HLST 3500	HLST 3510	HLST 3520	HLST 3530	HLST 3540	HLST 4000	HLST 4020	HLST 4110	HLST 4130	HLST 4210	HLST 4250	HLST 4260	HLST 4300	HLST 4310	HLST 4320	HLST 4330	HLST 4340	HLST 4350	HLST 4510	HLST 4520	HLST 4900	HLST 4990
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Appendix 5

Closure of an Undergraduate or Graduate Program
(Template revised May 15, 2017)

I.   Program Information

Name and Type of Program	Health Management (Specialized Honours BHS Program) Health Informatics (Specialized Honours BHS Program) Health Policy (Specialized Honours BHS Program)
Home Academic Unit	Health Policy & Management
Year Program Established	2001 (All three Specialized Honours BHS)

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

	Health Management	Health Informatics	Health Policy
2020-2021	171	74	31
2019-2020	196	67	32
2018-2019	223	87	39

Source: Integrated Academic Program Report HH-UG-2021

III.   Reasons and Impact

1. Provide the rationale for the closure of the program.	We are proposing to merge our 3 existing BHS Specialized Honours degrees into one consolidated Specialized Honours degree in Health Policy, Management & Digital Health. See section 9 of the Major Modifications proposal for a detailed rationale.
2. Comment on the alignment between the closure and Faculty and/or University academic plans.	The proposed consolidation aligns well with York's current UAP and SMA3 and the FoH Health@2020 plan. See section 7 of the Major Modifications proposal.
3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them.	The closure does not materially affect other programs or units. One course (ECON3510 – Health Economics) typically cases about 50% of seats for our students as this is a required course for our SPEC HONS students. In the consolidated degree this course will become an elective, though students will be strongly encouraged to take it.
4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program.	All HLST courses established to support the programs that are closing are being retained and included in the consolidated degree (see section 11.1 of the major modifications proposal).

5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs.	We are not planning to discontinue any courses required in the programs being closed. While we would like to put in place a sunsetting clause for seven years to reduce program administration requirements going forward, the School will work with students on a case by case basis using course substitutions to accommodate any students remaining beyond that date.
6. What is the impact on faculty members affiliated with the program?	There will be no impact on faculty members affiliated with the program as they will continue to deliver their courses as part of the consolidated SPEC HONS degree.
7. What are the general implications for the diversity and availability of academic programming?	A single consolidated Specialized Honours will allow greater flexibility in program delivery, reducing barriers to program progress for students and offering them a more diverse academic program. In particular, the consolidated degree will meet the growing demand for Health Studies graduates who have an inter-disciplinary understanding of all three program areas (policy, management, and digital health) and are therefore well versed in the interconnectedness and complexity that increasingly characterizes health systems.

Memo

To:	Kathryn White, ASCP
From:	Susan Murtha, Interim Dean
Cc:	Liane Ginsburg, Wendy Anderson
Date:	May 16, 2022
Subject:	SHPM - BHS Major Modification

I am supportive of the changes described in the major modification proposed by School of Health Policy and Management. The proposed changes are informed by guiding principles (e.g., coherent, focused, relevant, pedagogically innovative and promotes excellence, reflect current or planned new course offerings, etc.) with the goal in mind to address low enrollments and retention. The name change is reflective of the informatics changing landscape. They aim to address their student preference for balanced, focused, and interdisciplinary learning. Ultimately, the merger of the three specialized honours programs into one specialized honours with a new revised name is in-line with other Health Studies programs while maintaining its unique health equity and digital health focus.

In terms of resources, the added flexibility central to the major modifications should enable SHPM to better maximize capacity within HLST courses, necessitating no new courses or sections. Currently the Faculty has two full time experiential education coordinators who divide their time supporting our six Faculty of Health programs experiential education initiatives. We currently have two non-professional programs with practicums. There is no specified time allotted for each program but in general each EE coordinator takes on 3 programs. The EE coordinators go where they are needed as their duties and responsibilities ebb and flow. The practicum course in SHPM is supported by the EE coordinator and by a faculty member assigned as the Course Director for the course. Regardless of the number of students enrolled the EE coordinator will work with the CD to develop partnerships and secure placements, prepare students for embarking on their practicum, etc. Should SHPM grow their enrollments in the specialized honors program achieving their targets and continue to increase the number of qualified students who enroll in the practicum course, the EE coordinators will support that need.
If the demands placed on the current complement of EE staff exceeds the Faculty's need/demand then we will re-assess the need to increase our resource capacity.

Appendix 7: Support letters for BHS modifications

Letter of support from the School of Global Health

Subject: Letter of support for BHS Modifications
Date: Friday, September 24, 2021 at 3:57:11 PM Eastern Daylight Time
From: GH_DIR
To: Liane R Ginsburg

Dear Liane,
Thank you for discussing with me the major modification the School of Health Policy & Management is proposing to your BHS undergrad program.
Thanks for highlighting that the proposed changes will not impact the courses where you reserve seats for our Global Health students. We are pleased that these courses, or approved substitutions, will continue to be offered with seats reserved for our students each year.
Good luck with the proposal!

Keep well,
Adrian
_____
Dr. A.M. Viens
Director
School of Global Health
Faculty of Health
York University

Letter of support from the School of Administrative Studies

YORK U
UNIVERSITÉ
UNIVERSITY

Professor Liane Ginsburg
School of Health Policy & Management
Faculty of Health

September 24th, 2021

School of
Administrative
Studies

282 Atkinson Building,
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel: 416-736-5210
Fax: 416-736-5963

Dear Liane

 Thank you for connecting with me to let us know about the major modification you are proposing to your BHS undergraduate program.

 We understand the proposed changes will not impact the courses where you reserve seats for students completing the Health Services Financial Management Certificate, a certificate that is offered jointly by your School and the School of Administrative Studies in LA&PS. In particular, we note that these courses, or approved substitutions, will continue to be offered with seats reserved for the certificate students.

Best of luck with the proposal for the consolidated Specialized Honours degree.

Best regards,

Nelson Waweru CMA, CPA, PhD
Professor of Accounting
Director, School of Administrative Studies
York University
4700 Keele Street, M3J 1P3

Letter of support from the Department of Mathematics and Statistics

YORK
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UNIVERSITÉ
UNIVERSITY

4 October 2021

FACULTY OF SCIENCE

Department of Mathematics and Statistics

N520 Ross
4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5250
F 416 736 5757

Dear Liane,

Thank you for connecting with me to let us know about the major modification you are proposing to your BHS undergrad program.

Thanks for conveying that the proposed changes will not impact the courses available to students in our new Data Science degree who choose a domain emphasis in Health. In particular, we note that these courses, or approved substitutions, will continue to be offered with seats reserved for students electing to enroll in the Health domain emphasis.

Best of luck with the proposal for the consolidated Specialized Honours degree.

Best regards,

Stephen Watson

Stephen Watson
Professor and Chair
Department of Mathematics and Statistics

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Side-by-side comparison of proposed revisions to the Policy on York University Grading Schemes

Section	Current Policy	Proposed Revision	Rationale
4.2 (c)	4.2. Academic Standing c. There are five categories of academic standing at the University, as set out below. i. Good Academic Standing (Honours Progression): This is defined at the University as a cumulative GPA (CGPA) of 2.00 or above. Each academic program also may identify its own definition of Honours progression for that program as long as it meets the minimum University standard. ii. Good Academic Standing: This is defined at the University as a CGPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program as long as it meets the minimum University standard.	4.2. Academic Standing a. There are ~~five~~ **seven** categories of academic standing at the University, as set out below. **i. Eligible to Proceed: Students will be Eligible to Proceed in an Honours program between 0 and 53 earned credits or if they fulfill the requirements of Honours progression as set out in 4.3. Students will be Eligible to Proceed in a 90-credit program if they are in Good Academic Standing.** **ii.** Good Academic Standing (Honours Progression): This is defined at the University as a cumulative GPA (CGPA) of 2.00 or above. Each academic program also may identify its own definition of Honours progression for that program as long as it meets the minimum University standard.	"Eligible to Proceed" and "Honours Warning" are terms used throughout the Policy and the proposed definitions explicitly add them as categories of academic standing.

Section	Current Policy	Proposed Revision	Rationale
		iii. Good Academic Standing: This is defined at the University as a CGPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program as long as it meets the minimum University standard. **iv. Honours Warning: Following the first assessment for Honours progression after the completion of earned 53 credits but before the second assessment after the completion of 83 earned credits, students whose CGPA is between 1.70 and 1.99 will be on Honours Warning. Some academic programs may set a different CGPA threshold for Honours Warning.**	
4.2 (d)	No content	**4.2. d. Graduation Requirement i. 90-credit Graduation Requirement: This is defined at the University as a CGPA of 1.70 or above.**	While ASCP had identified graduation requirements in the new framework while the Policy was being developed, they were not explicitly

Section	Current Policy	Proposed Revision	Rationale
		ii. Honours Graduation Requirement: This is defined at the University as a CGPA of 2.00 or above. **iii. Students must meet the graduation requirement in order to be eligible to graduate from their program.** **iii. Some academic programs may set a different CGPA for their graduation requirement as long as it meets the minimum University standard.** **iv. Students who do not meet their program's minimum graduation requirement will be eligible to continue in their program until such time that they achieve the required CGPA as long as they meet the conditions set out in sections 4.3 and 4.4 and any applicable Faculty rules and regulations.**	stated in the Policy. Accordingly, clear graduate requirements have been incorporated.
4.3 (a)(i) – (ii)	4.3. Progression in Honours Programs	4.3 Progression in Honours Programs	This addition seeks to clarify progression rules for

Section	Current Policy	Proposed Revision	Rationale
	a. The University-wide minimum standards for progression in an Honours degree program are as follows. i. Students' eligibility to proceed in Honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits: 1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing; 2. Students whose CGPA is between 1.70 and 1.99 may continue in their Honours program on warning for a reviewing period of 30 earned credits and will be reassessed after the completion of 83 earned credits; or 3. Students whose CGPA is below 1.70 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.	a. The University-wide minimum standards for progression in an Honours degree program are as follows. **i. Students will be eligible to proceed in an Honours program between 0 and 53 earned credits.** **ii.** Students' eligibility to proceed in Honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits: 1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing; 2. Students whose CGPA is between 1.70 and 1.99 may continue in their Honours program on **Honours** Warning ~~for a reviewing period of 30 earned credits~~ and will be reassessed after the completion of 83 earned credits;	students prior to the 53-credit check. The deletion reflects the implementation challenges associated with aligning the timing of Honours assessments and a 30-credit reviewing period. Students will be assessed for Honours after the sessions in which they pass 53 and 83 earned credits.

Section	Current Policy	Proposed Revision	Rationale
4.3 (a)(iii)	ii. Students' eligibility to proceed in Honours will be assessed for a second time after they have completed 83 earned credits…	**iii.** Students' eligibility to proceed in Honours will be assessed for a second time after they have completed 83 earned credits…	The section number is updated to reflect the addition above.
4.3 (a) (iv)	No content	**iv. Following the assessment after the completion of 83 earned credits, students will not be assessed again for Honours Progression, but will continue to be assessed for Academic Sanctions as outlined in section 4.4.**	This seeks to clarify the assessment measures following the 83-credit check.
4.3 (c)	No content	**c. Students in 90-credit programs are encouraged to meet with an academic advisor in their Faculty regarding possible transitions to an Honours program. Students' eligibility to transition from a 90-credit program to an Honours program will be based on the following considerations:** **1. Between 0 and 53 earned credits, students in a 90-credit program may apply to transition**	This new sub-section sets out the parameters around transition from a 90-credit program to an Honours program, which are currently absent in the Policy. The intent is that there will be a purposeful choice on the part of the students to initiate such transitions.

Section	Current Policy	Proposed Revision	Rationale
		to an Honours program subject to the admissions criteria. 2. Students will be eligible to transition to an Honours program if: a. Their CGPA is 1.70 or above after the completion of 53 earned credits but before the completion of 83 earned credits, or b. Their CGPA is 2.00 or above after the completion of 83 earned credits.	

University Policy

Policy on York University Grading Schemes

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	22 October 2020
Effective Date:	TBD
Last Revised:	23 June 2022 (pending)

1. Purpose and Principles

1.1.   This policy sets out the grading schemes for York University and the pan-University regulations at the undergraduate level for academic standing, progression in Honours programs, and academic sanctions.

1.2.   A core principle of this policy is the balancing of the maintenance of academic standards and fairness to students by seeking to facilitate students' progression through their degree programs while upholding rigorous academic standing requirements.

2. Scope and Application

2.1   This policy applies to all undergraduate students registered in a degree program in every Faculty at York University.

2.2   While the Faculty of Graduate Studies and Osgoode Hall Law School grading schemes are set out below, regulations applicable to those Faculties are covered in Faculty regulations.

2.3   This Policy is not applicable to the Master of Environmental Studies programs housed within the Faculty of Environmental and Urban Change, which follow a pass/fail grading scheme.

3. Definitions

Academic Decision: An undergraduate student's progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed, Required to Withdraw). Academic decisions appear on students' grade report.

Credit/No Credit Course: A course which is offered on an ungraded basis only, and where the failing grade is to count as zero in the grade point average.

Cumulative Grade Point Average (CGPA): The weighted average based on grades obtained in courses taken over all academic sessions.

Grade Point Average (GPA): The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

Pass/Fail Grading Option: An option whereby undergraduate students may elect to take a graded course on an ungraded basis and receive credit for such courses without impacting their GPA.

Sessional Grade Point Average (SGPA): The weighted average based on grades obtained in courses taken over a single academic session.

Session: A prescribed period of time designated for the delivery of courses. York's sessions are Fall/Winter and Summer.

Year of Study: An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A common scale for 90- and 120-credit degrees correlates the number of credits earned and the year of study equivalent; a degree-specific scale exists for the Bachelor of Engineering (BEng) degree. The scales are set out below.

University-Wide Undergraduate Scale

Year Level	Study Level
Year 1	0 to 23 credits
Year 2	24 to 53 credits
Year 3	54 to 83 credits
Year 4	84 credits

Bachelor of Engineering Scale

Year Level	Study Level
Year 1	0 to 35 credits
Year 2	36 to 71 credits
Year 3	72 to 107 credits
Year 4	108 credits

Additional definitions are available in the Pan-University Academic Nomenclature.

4. Policy

4.1. Grading Schemes

a. Three different grading schemes are in use at York University, as set out below.

Undergraduate Grading Scheme

Letter Grade	Percent Range	GPA
A+	90-100	4.00
A	85-89	3.90
A-	80-84	3.70
B+	77-79	3.30
B	73-76	3.00
B-	70-72	2.70
C+	67-69	2.30
C	63-66	2.00
C-	60-62	1.70
D+	57-59	1.30
D	53-56	1.00
D-	50-52	0.70
F	0-49	0.00

Graduate Studies Grading Scheme

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

Osgoode Hall Law School JD Grading Scheme

Grade	GPA	Descriptor
A+	4	Excellent
A	3.8	
B+	3.3	Good
B	3	
C+	2.3	Acceptable
C	2	
D+	1.3	Marginal
D	1	
F	0	Fail
AL	0	Allowed

b. In addition to the schemes above, students may be graded on a Pass/Fail or Credit/No Credit basis. The Pass/Fail grading option allows undergraduate students to take a graded course on an ungraded basis, with the grade excluded from GPA calculations. Details are available in the *Pass/Fail Grades Policy*. Credit/No Credit courses are offered on an ungraded basis only and are included in GPA calculations, with a failing grade to count as zero in the GPA.

4.2. Academic Standing

a. Undergraduate students' study level at the University is determined based on the number of earned credits, as set out in the Year of Study scales in the Definitions section of this Policy.

b. Students' academic standing is assessed based on courses taken at the University following each Fall/Winter and Summer session, and results in an academic decision as described in the Definitions section.

c. There are ~~five~~ **seven** categories of academic standing at the University, as set out below.

    i. **Eligible to Proceed: Students will be Eligible to Proceed in an Honours program between 0 and 53 earned credits or if they fulfill the requirements of Honours progression as set out in 4.3. Students will be Eligible to Proceed in a 90-credit program if they are in Good Academic Standing.**

    ii. **Good Academic Standing (Honours Progression):** This is defined at the University as a cumulative GPA (CGPA) of 2.00 or above. Each academic program also may identify its own definition of Honours progression for that program as long as it meets the minimum University standard.

    iii. **Good Academic Standing:** This is defined at the University as a CGPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program as long as it meets the minimum University standard.

    iv. **Honours Warning: Following the first assessment for Honours progression after the completion of earned 53 credits but before the second assessment after the completion of 83 earned credits, students whose CGPA is between 1.70 and 1.99 will be on Honours Warning. Some academic programs may set a different CGPA threshold for Honours Warning.**

    v. **Academic Warning:** An academic decision granted to students whose CGPA falls below 1.70. Once students receive this academic decision, they may remain at the University for a reviewing period as described in the Academic Sanctions section.

    vi. **Required Withdrawal for One Year:** An academic decision granted to students who do not meet the conditions of academic warning which requires them to withdraw from the University for a period of one year or three consecutive terms. Once students return to the University, they will be placed on a debarment warning as described in the Academic Sanctions section.

    vii. **Debarment for Two Years:** An academic decision granted to students who fail to meet the conditions placed upon them following their return to the University from Required Withdrawal.

d.   Graduation Requirement

> **i.   90-credit Graduation Requirement: This is defined at the University as a CGPA of 1.70 or above.**

> **ii.   Honours Graduation Requirement: This is defined at the University as a CGPA of 2.00 or above.**

> **iii.   Students must meet the graduation requirement in order to be eligible to graduate from their program.**

> **iv.   Some academic programs may set a different CGPA for their graduation requirement as long as it meets the minimum University standard.**

> **v.   Students who do not meet their program's minimum graduation requirement will be eligible to continue in their program until such time that they achieve the required CGPA as long as they meet the conditions set out in sections 4.3 and 4.4 and any applicable Faculty rules and regulations.**

4.3.   Progression in Honours Programs

a.   The University-wide minimum standards for progression in an Honours degree program are as follows.

> i.   **Students will be eligible to proceed in an Honours program between 0 and 53 earned credits.**

> ii.   Students' eligibility to proceed in Honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits:

>> 1.   Students whose CGPA is at or above 2.00 may proceed in Honours in good standing;

>> 2.   Students whose CGPA is between 1.70 and 1.99 may continue in their Honours program on **Honours** warning ~~for a reviewing period of 30 earned credits~~ and will be reassessed after the completion of 83 earned credits; or

>> 3.   Students whose CGPA is below 1.70 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.

   iii.   Students' eligibility to proceed in Honours will be assessed for a second time after they have completed 83 earned credits. After the completion of 83 earned credits:

        1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing; or

        2. Students whose CGPA falls below 2.00 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.

   iv.   **Following the assessment after the completion of 83 earned credits, students will not be assessed again for Honours Progression, but will continue to be assessed for Academic Sanctions as outlined in section 4.4.**

   v.   In alignment with principles of fairness to students, the eligibility of students admitted with transfer credit to proceed in Honours will not be assessed before they have earned at least 12 credits at York

b. Some academic programs may wish to set additional requirements beyond the minimum University standard, such as major GPA requirements, course grade requirements, graduation requirements, and Honours progression assessment for students admitted with transfer credit. Any additional requirements must be approved through the appropriate Faculty- and University-level governance channels, including by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate.

c. **Students in 90-credit programs are encouraged to meet with an academic advisor in their Faculty regarding possible transitions to an Honours program. Students' eligibility to transition from a 90-credit program to an Honours program will be based on the following considerations:**

        1. **Between 0 and 53 credits, students in a 90-credit program may apply to transition to an Honours program subject to the admissions criteria.**

        2. **Students will be eligible to transition from a 90-credit program to an Honours program if:**

            a. **Their CGPA is 1.70 or above after the completion of 53 earned credits but before the completion of 83 earned credits, or**

b. Their CGPA is 2.00 or above after the completion of 83 earned credits.

4.4. Academic Sanctions

a. Academic Warning: Students whose CGPA falls below 1.70 after the completion of 18 credits taken at the University will be placed on academic warning with the following conditions.

  i. Students may continue on academic warning if they achieve a sessional GPA (SGPA) of 2.00 or greater until their CGPA reaches 1.70 or above.

  ii. Students whose SGPA falls below 2.00 will be required to withdraw for one year as outlined below.

b. Required withdrawal for one year: Students on Academic Warning whose SGPA falls below 2.00 and CGPA is below 1.70 are required to withdraw from the University for one year (the three consecutive terms) subsequent to the academic decision identifying that the conditions of academic warning have not been satisfied.

  i. In accordance with the *Registration Eligibility in Summer Courses Policy*, students who have received a required withdrawal decision may enrol in summer courses.

  ii. If their SGPA at the end of the summer term does not return them to good academic standing (1.70 CGPA), they will be required to withdraw for a period of one year or three consecutive terms subsequent to that summer term.

  iii. Those students who return to good academic standing (1.70 CGPA) after the summer session will be eligible to continue at the University in the subsequent Fall/Winter term.

c. Returning to the University after a required withdrawal. Students returning to the University after a required withdrawal will be placed on debarment warning with the following conditions:

  i. Students whose SGPA is 2.00 or greater may continue on debarment warning until their CGPA reaches 1.70 or above.

  ii. Students whose SGPA falls below 2.00, will be debarred from the University for a period of two years (six consecutive terms) subsequent to

the academic decision identifying that the conditions of debarment warning have not been satisfied and must reapply.

d. Debarment for two years: Following a debarment, students must reapply to the University to resume their studies.

5. Roles and Responsibilities

5.1. It is the responsibility of students to:

a. Be proactive in monitoring their academic standing in their program in consultation with academic advising staff as needed.

b. Be aware of the University academic standing requirements as well as any additional requirements of their academic program.

c. Carefully review notifications from the Office of the University Registrar, their Faculty, Department and/or program about their academic standing.

5.2. It is the responsibility of the Office of the University Registrar, Faculties, Departments and academic programs to:

a. Ensure that academic and program regulations are clear.

b. Communicate academic decisions to students in a timely manner.

6. Review

This policy shall be reviewed every five years.

Legislative history:	Approved by Senate 22 October 2020; revised by Senate 26 November 2020.
Date of next review:	October 2025 [to be amended]
Policies superseded by this policy:	Common Grading Scheme for Undergraduate Faculties Progression Requirements to Maintain Honours Standing Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)
Related policies, procedures and guidelines:	Pan-University Academic Nomenclature Registration Eligibility in Summer Courses Policy

	Pass/Fail Grades Policy

Appendix

Undergraduate Grading Scheme Qualitative Descriptors

Letter Grade	Numerical Range (%)	Grade Point	Descriptor
A+	90-100	4	**Excellent** Thorough knowledge of concepts and/or techniques; high degree of skill and/or originality in using them to satisfy the requirements of an assignment or course.
A	85-89	3.9	
A-	80-84	3.7	
B+	77-79	3.3	**Good** Good knowledge of concepts and/or techniques; considerable skill in using them to satisfy the requirements of an assignment or course.
B	73-76	3	
B-	70-72	2.7	
C+	67-69	2.3	**Satisfactory** Acceptable level of knowledge of concepts and/or techniques; basic competence in using them to satisfy the requirements of an assignment or course.
C	63-66	2	
C-	60-62	1.7	
D+	57-59	1.3	**Marginal** Minimal level of knowledge of concepts and/or techniques; some ability in using them to satisfy the requirements of an assignment or course.
D	53-56	1	
D-	50-52	0.7	
F	0-49	0	**Unsatisfactory/Fail** Inadequate knowledge of concepts and/or techniques needed to satisfy the learning outcomes of an assignment or course.

Senate Committee on Awards

Report to Senate

At its meeting of 23 June 2022

FOR INFORMATION

1. 2022 President's University-Wide Teaching Awards

The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. The following individuals were selected by the Awards Committee as the 2022 recipients.

Senior Full-time Faculty: Professor Michael Connor of the School of Kinesiology and Health Science, Faculty of Health to be shared with Professor Susan D. Dion of the Faculty of Education

Full-time Faculty: Professor Andrew Maxwell of the Department of Mechanical Engineering, Lassonde School of Engineering

Contract and Adjunct Faculty: Professor Carolyn Steele of the Department of Humanities, Faculty of Liberal Arts and Professional Studies

Teaching Assistant: Ms. Janice Anderson of the Department of Humanities, Faculty of Liberal Arts and Professional Studies

2. 2022 University Professorship Recipient

2022 University Professorship

A University Professor is a member of faculty recognized for extraordinary participation and contribution to University life, as well as scholarship and teaching success.

Note: The Distinguished Research Professor (DRP) competition was not held in 2021-2022 as the maximum of 25 active DRPs has been reached.

Professor Sharon Murphy of the Faculty of Education has made extraordinary contributions to the University, most notably how she "significantly and meaningfully shaped good practice, policy, programs, and faculty culture in innovative and impactful ways," as articulated in the nomination file prepared by Professor Lisa Farley. Professor Murphy is a highly-regarded scholar and educator in early childhood language and literacy studies, in learning assessment, and in the role of play and creativity in learning and child development. Many of her contributions to the Faculty of Education revolve around her scholarly interests, including the development of courses at the graduate and undergraduate levels, the development of a graduate diplomas in early childhood

education and in language and literacy, supervision of a significant number of graduate students, and a long history of active participation and leadership in local, national and international scholarly associations. In 2020, Professor Murphy stepped up as Interim Dean at a challenging time for the Faculty in the context of the COVID-19 pandemic. In this role, she exuded an unparalleled blend of commitment, strategic leadership, consistency, care, and innovation at a time of limited evidence and incredible change. With an even hand, she oversaw the second phase of renovations for Winters College, presenting for approval a complex budget to both senior administrative officers and the Board of Governors. Professor Murphy also actioned much-needed initiatives that align with York's and her own commitments to decolonization, equity, diversity, and inclusion. Notable among these, she intensified and expanded the hiring of Indigenous faculty. She also appointed a Special Advisor on Anti-Black Racism and Inclusion and worked closely with the Jean Augustine Chair to secure the conditions sought by the Network for the Advancement of Black Communities to expand the Network's impact within and beyond the Faculty of Education.

Professor Murphy has demonstrated a deep commitment to service with her willingness to take on administrative responsibilities, to contribute to the work of standing committees, ad hoc working groups and advisory panels. In addition to her direct university service, Professor Murphy is also generous when it comes to community service on behalf of the University. In his letter of support, Professor Don Dippo captures the exceptional nature of Professor Murphy's contributions when he writes, "It is hard to imagine a colleague with a deeper commitment to service than Professor Sharon Murphy." She has been and remains as an unfailing, trust-worthy, and deeply fair leader who puts the University, and the Faculty of Education, first.

3. Recipients of Prestigious Awards for Graduating Students

2022 Governor General's Gold Medals

The Committee is pleased to announce that **Ilana Shiff**, Graduate Program in Clinical-Developmental Psychology, **Allison Taylor**, Graduate Program in Gender, Feminist & Women's Studies, and **Signy Lynch**, Graduate Program in Theatre and Performance Studies; are the recipients of the 2022 Governor General's Gold Medals.

The Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York. The number of medals awarded is based on the University graduate enrolment. In previous years two medals were awarded; starting in the 2017-2018 year, the University began to award three gold medals. Selection is done by the Faculty of Graduate Studies.

Senate Committee on Awards

Report to Senate (cont'd)

Ilana Shiff graduated with her MA from the Clinical-Developmental area of the Psychology Graduate Program in 2021 and is now a PhD candidate in the same program. Shiff's MA thesis was passed unanimously with no revisions, received the Canadian Psychological Association Prize for Excellence and also won the coveted University-Wide award for best MA thesis at York ("Trajectories of Distress Regulation During Preschool Vaccinations: Child and Caregiver Predictors"). Her performance in York's Clinical-Developmental program over the past two years has demonstrated the same clear pattern of high achievement. Over her first two years at York, she continued to achieve among the highest grades in her cohort with her heavy clinical course load. She also was a teaching assistant at the same time and co-led the research training of 8 undergraduate students. It is also of note that she is a generous university citizen outside her lab and served as a mentor for the Psychology Undergraduate Mentorship Program and is currently the Student Co-Chair for the Lillian Meighen Wright Maternal Child Health initiative. Over her Master's thesis, she secured over $50,000 in prestigious scholarships from numerous organizations that attest to her relative achievement. In addition she secured other competitive awards that demonstrated her high standing at York University including the HSBC Bank of Canada Graduate Award, and the Meighen Wright Foundation Scholarship. Shiff's thesis work was supervised by Professor Rebecca Pillai Riddell.

Allison Taylor graduated with a PhD in Gender, Feminist & Women's Studies in 2021. Taylor's dissertation ("Fattening Queer Femininities: The Pitfalls, Politics, and Promises of Queer Fat Femme Embodiments") was nominated for the FGS Dissertation Award and the Mary McEwan Thesis Award. The thesis was published in a top journal in her field, the Journal of Lesbian Studies, in 2018, and has been cited by top researchers in the fields of fat studies and critical femininity studies. Both Taylor's MA and PhD have been supported by SSHRC, totaling $122,500 in SSHRC funding, in addition to support via OGS and university scholarships. Taylor's research makes critical contributions to the fields of fat studies, sexuality studies, and gender studies. It analyzes the intersection of fatness, queerness, and femininity using narrative analysis, photo elicitation, and authoethnography. It contributes to better understandings how queer and fat individuals negotiate tenuous relationships to femininity and experience discrimination on the basis of intersecting queerness, fatness, and femininity, alongside other axes of discrimination including race and disability. To date, Taylor has an impressive accumulation of 9 peer reviewed articles, 6 book chapters, one position as a guest editor for an academic journal and 17 conference presentations. Taylor's work was supervised by Professor Allyson Mitchell.

Signy Lynch's 2021 dissertation ("Intercultural relations: direct audience address in contemporary theatre in Canada") has been lauded by both her External Examiner and her Supervisor as it "opens up important and urgent questions about relational and intercultural practices" for which she demonstrated "real intellectual confidence and

knowledge of the field". Lynch's dissertation opens up important and urgent questions about relational and intercultural practices. Her research focuses on direct audience address, a mode of theatrical communication in which the performer, often through the construct of a character, addresses the spectator directly. Through an examination of the contingent material conditions of direct address in case studies across Canadian art and performance, her work theorized how performers and writers use this convention to negotiate the artistic encounter between performer and audience. Lynch has demonstrated distinction at York University in numerous ways. For example, her many accomplishments are revealed by her sustained academic excellence in course work; her numerous awards and scholarships; publications and conference papers; and her leadership experience and community advocacy. She is noted for her ability to hold contradictory ideas in tension as she explores intercultural performance, identifying the aesthetic, cultural or political dynamics of this scholarly discourse. This is not only notable in her contribution to the field of performance study, but also as a contribution to the culture of the university. Lynch's dissertation work was supervised by Professor Laura Levin.

2022 Governor General's Silver Medals
The Committee is pleased to announce the winners of the 2022 Governor General's Silver Medals. The Governor General's Silver Medals are awarded annually to the undergraduate students who have demonstrated the highest academic standing upon graduation.

2022 Recipients

Samuel Isaac Dreyzin, Faculty of Liberal Arts & Professional Studies, Bachelor of Arts in Commerce, Summa Cum Laude
Rosa Giannone, Faculty of Liberal Arts & Professional Studies, Honours BA in Law and Society, Summa Cum Laude
Robert Alexander Khatib, Faculty of Science, Honours BSc in Biology, With Distinction

The Murray G. Ross Award

The Murray G. Ross Award, named after York's founding president, recognizes academic distinction and notable contributions to campus life and is the highest honour given to a graduating undergraduate student at York. The Committee is pleased to announce that the 2022 recipient is **Dorsa Shakerie**, Faculty of Health, who is graduating with a Bachelor of Science in Kinesiology & Health Science.

Throughout her time at York, **Ms. Shakerie** not only excelled at academic pursuits, evidenced by her being awarded the Roger Kelton Academic Scholarship, which is awarded to the Kinesiology andHealth Science major award winner with the highest overall cumulative GPA, but she also demonstrated her commitment to social

consciousness and student support. This past year Dorsa was awarded the Bryce Taylor Scholarship, which is awarded to a student who distinguished themselves through public service in the University and in the external community, and is considered to be the top award that the School offers. In addition to these internal awards, Dorsa was chosen to be the School of Kinesiology and Health Science nominee for the Faculty of Health Gold Medal for Academic Excellence and Leadership, which is the highest recognition in the Faculty of Health awarded to a graduating student. Among the list of these contributions to student life are co-founder of an undergraduate research exploration group, serving on the Alumni board, leadership in a Women's Empowerment Club on campus, peer mentor in the Kinesiology and Health Science Student Organization (and Strong College), vice-chair of the Faculty of Health Student caucus and a volunteer/leader as a student ambassador at York (SHAY) program for the Faculty of Health. The awards committee chose Dorsa as the 2022 winner, showing that she is not only thought of as a leader within the School, but also within the University as a whole.

4. 2021-2022 Undergraduate Award Disbursement Report

The Senate Committee on Awards received the annual report on the disbursement of student awards for the previous fiscal year from Student Financial Services (SFS). The full report is provided as Awards Appendix A.

Table A in the report provides a summary of all funding disbursed to undergraduate students in the 2020-2021 fiscal year (May 1, 2020 to April 30, 2021) categorized by Funding Source and Recipient Headcount, with comparative data for 2019-2020 and 2018-2019.

In their presentation to the Committee, SFS representative Karen Warner highlighted the following:

- Compared to 2019-2020, the overall amount of award and bursary funding increased 68% to $58.6M while the number of recipients increased 18.5% to 42,120. The overall year-over-year average of award value per student increased by $54.

- Overall, there was an increase to the disbursement of Entering Student Awards by $1.03M representing a year-over-year spending variance of 11%. Based on recipient headcount, there is a perceived significant drop of-47.5% recipient *decrease* on a year-over-year basis. This 'drop' is attributed to the discontinuation of the Student Life Award. The Student Life Award, valued at $500, was an "add on" to the automatic entrance scholarship intended to incentivize acceptance of admission offers by the provincial deadline. The award proved to be ineffective and consequently, there was a change to the 2020-21 entrance scholarship

program that resulted in the discontinuation of the Student Life Award and the reallocation of the funds to increase the automatic entrance scholarship value at all tiers as detailed in the full report.

- 2020-2021 saw a significant increase in Continuing Student Awards spending (a 141.4% increase over 2019-2020 to $38,181,409) and headcounts (a 66.2% increase to 30,803), This increase in funding disbursed in this category for fiscal 2020-21 is attributed to the launch of three awards to offset the 10% international undergraduate tuition fee increase for Summer 2020 and Fall/Winter 2020-2021. The three awards were tied to academic achievement and were named the York University International Scholarship of Merit, the York University International Award of Merit, and the York University International Grant. These awards were part of the University's strategy to continue to attract top international students in an era of COVID-19 and served as a retention tool for continuing students.

- Government funded awards experienced a slight decrease over 2019-2020, by 3.7% to $1.67M, with the headcount also decreasing by 6.1% to 1,445. Spending and disbursements in Government Funded Awards are driven by the funding directives of the provincial government (MCU) and by the pool of students who apply and qualify for these government programs. Therefore, the funding amount and headcount variances can change from year to year and are not explicitly tied to York University's scholarship strategy.

- In terms of Endowment and Private Donation Endowments, spending increased by 4.8% to $8.3M and headcounts decreased by 10% to 4,195 which is partially attributed to the increase in disbursements from the funds such as the Oscar Peterson Scholarship and the Wendy Babcock Social Justice Award. York has been able to increase awards from endowments and donations every year and it is hoped that the University will see enhanced growth going forward.

- In looking at the breakdown by Faculty, the professional Faculties (i.e., Osgoode, Lassonde and Schulich) have higher percentages of students receiving awards due in large part to the higher tuition. OSAP has caps on tuition, and the Student Access Guarantee (SAG) requires the University to provide additional funding to students with financial need whose direct educational costs (tuition, books and mandatory course fees) have not been met through OSAP.

- SFS established a new Student Financial Assistance (SFA) Strategy, that aligns with the principles in the University Academic Plan 2020-2025 by re-imagining access for prospective and current students, supporting retention and strategic enrolment management for current students and increasing student engagement in NSSE High Impact Practices. An update on the SFA Strategy is provided in the report.

Senate Committee on Awards

Report to Senate (cont'd)

5. 2021 New Awards Report

Attached as Awards Appendix B is the annual report on new awards approved during the 2021 calendar year, with comparative data for 2020 and 2019, prepared by Student Financial Services (SFS). SFS approves the awards according to Senate-approved guidelines and reports annually to Senate through the Senate Committee on Awards.

The following items were highlighted to the Committee during the presentation by SFS representative Karen Warner:

- Overall, the number of new awards increased over the previous calendar year (126 in 2021 vs 90 in 2020), continuing the trend of fairly consistent year-over-year values.

- While the number of new awards by faculty remained stable on a percentage bases, the Non-Faculty Specific awards experienced a slight drop (18 in 2021 vs. 27 in 2020). However, Schulich saw an increase in new awards established (28 in 2021 vs. 11 in 2020). The number of new non-faculty specific awards established in 2020 can be partially attributed to various supports that were created by York University to assist students who were adversely impacted by the pandemic; these accounted for eight of the twenty-seven established in 2020.

6. Review of 2021-2022 Priorities

The Awards Committee has reported on the status of its 2021-2022 priorities to Senate Executive, which will provide commentary to Senate on the collective work of its committees to advance their annual goals.

7. Expressions of Thanks and Appreciation

Members of the Awards Committee express their thanks and gratitude to **Ali Badruddin**, **Shayna Rosenbaum**, and **Michael Rotondi,** who are completing their terms on the committee this month. The Committee also thanks its two student members, **Maya Adachi-Amitay** and **Kingsley Ozowe**, for their contributions this year. Finally, special thanks goes to Committee member **Anne MacLennan** who has agreed to preside as Chair of the Awards Committee next year as current Chair Shayna Rosenbaum completes their term.

Shayna Rosenbaum, Chair

<u>Memorandum</u>

To**:**   Senate Committee on Awards

From**:** Karen Warner, Manager Scholarships and Bursaries
            Oana Alexandru, Senior Financial Analyst

cc: Darren Fernandez, University Registrar

Date**:** May 13, 2022

Re: 2020-2021 Undergraduate Award Disbursement Report

Overview

The purpose of this memo is to provide a summary of York University's undergraduate award disbursements for Fiscal 2020-21 (May 1, 2020, to April 30, 2021) versus Fiscal 2019-20 (May 1, 2019, to April 30, 2020).

Table A provides a summary of all awards and bursaries disbursed to York University undergraduate students (Keele and Glendon campuses combined), as categorized by Funding Source (Figure 1) and Recipient Headcount (Figure 2).

Data in Figure 1 and Figure 2 of Table A was obtained from York University *Quick-Facts*—refer to Appendix 2 for the *Quick-Facts* excerpt which is published by York University's Office of Institutional Planning and Analysis (OIPA).

Overall, the amount of Undergraduate Award funding disbursed to York University students *increased* by 68% in Fiscal 2020-21 ($58,552,828) vs. Fiscal 2019-20 ($34,845,340). In addition, the number of recipients *increased* year over year by 18.5% (FW 20-21: 42,120 vs. FW 19-20: 35,558).

TABLE A: 2020-2021 Undergraduate Awards Note 1						

Figure 1 - Overview of Award and Bursary Funding ($ Disbursed)

Award Funding Category		2018-2019 '000s ($)	2019-2020 '000s ($)	2020-2021 '000s ($)	Variance 19/120 vs 20/21 '000s ($)	YOY % Variance 19/20 vs 20/21
York Funded	Entering Student Awards	$9.67M	$9.37M	$10.4M	+$1.03M	+11%
	Continuing Student Awards	$15M	$15.8M	$38.2M	+$22.4M	+141.4%
Government Funded		$1.56M	$1.74M	$1.68M	-$65K	-3.7%
Private Donations and Endowments		$7.4M	$7.9M	$8.3M	+$378K	+4.8%
TOTAL		**$33.6M**	**$34.8M**	**$58.6M**	**+$23.8M**	**68%**

Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) Note 2

Award Funding Category		2018-2019 (Heads)	2019-2020 (Heads)	2020-2021 (Heads)	Variance 19/20 vs 20/21 (Heads)	YOY % Variance 19/20 vs 20/21
York Funded	Entering Student Awards	11,048	10,813	5,677	-5,146	-47.5%
	Continuing Student Awards	14,564	18,531	30,803	+12,272	+66.2%
Government Funded		1,291	1,539	1,445	-94	-6.1%
Private Donations and Endowments		4,085	4,675	4,195	-480	-10.3%
TOTAL		**30,988**	**35,558**	**42,120**	**+6,562**	**18.5%**

Note 1 - Fiscal 19-20 and Fiscal 20-21 data was obtained from York University's *Quick-Facts* data as published by the Office of Institutional Planning and Analysis (OIPA). Refer to **Appendix 2** for the *Quick-Facts* excerpt.

Note 2 – Number of recipients does not reflect "unique" heads; some students may have received more than one award and may be included in more than one category. Refer to **Appendix 2** for the *Quick-Facts* excerpt.

Summary of Year of Year Variances

York Funded – Entering Student Awards

York Funded Entering Student Awards	YOY Overview		YOY Variance		Average YOY Impact of Award ($) per Recipient		
	Fiscal 19-20	Fiscal 20-21	Fiscal 19-20 vs. Fiscal 20-21 YOY Variance ($)	Fiscal 19-20 vs. Fiscal 20-21 YOY Variance (%)	Fiscal 19-20 (Average) Award Disbursement per Recipient*	Fiscal 20-21 (Average) Award Disbursement per Recipient*	YOY Variance ($)
Overall Spending ($)	$9,368,248	**$10,399,415**	+$1.03M ↗	11.0% ↗	$866	$1,832	$966 ↗
Overall Headcount (#)*	10,813	**5,677**	-5136 ↘	-47.5% ↘			

* Reflects number of awards disbursed, not unique head count **Student Life Award accounts for 5543 of the awards indicated for Fiscal 19-20

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Entering Student Awards** *increased* by $1.03M (Fiscal 19-20: $9.36M vs. Fiscal 20-21: $10.4M), representing a year-over-year ("YOY") spending variance of 11%. Based on recipient headcount, there is a perceived significant drop; (-47.5%) recipient *decrease* on a year over year basis (Fiscal 19-20: 10,813 vs. Fiscal 20-21: 5,136). This 'drop' is attributed to the discontinuation of the Student Life Award. The Student Life Award, valued at $500, was an "add on" to the automatic entrance scholarship intended to incentivize acceptance of admission offers by the provincial deadline. The award proved to be ineffective and consequently, there was a change to the 2020-21 entrance scholarship program that resulted in the discontinuation of the Student Life Award and the reallocation of the funds to increase the automatic entrance scholarship value at all tiers (see below). Taking this into account, if comparing YOY recipients based on unique head count, the number of recipients for Fiscal 19-20 is roughly 5,270 which means there was an increase in headcount YOY by 7.7%. Using this new headcount, the revised average award value for Fiscal 19-20 is roughly $1,778 resulting in an increase in average award value of $54.

Final Admission Average	2019/2020 Entrance Scholarship Program	2020/2021 Entrance Scholarship Program
95%+	$3,500* + $500 (SLA)	$4,000
90-94.9%	$2,000 + $500 (SLA)	$2,500
85-89.9%	$1,000 + $500 (SLA)	$1,500
80-84.9%	$500 + $500 (SLA)	$1,000
75-79.9%	$500 (SLA)	0

Most of the $1.03M increase in funding disbursed is attributed to an increase in the number of new admits (12% increase for domestic and 15% increase for international) which accounts for roughly $970K of the increase in spending (Fiscal 19:20: $8.56M vs. Fiscal 20-21: $9.53M.) In addition, there was a 28% increase in the number of students who qualified for the Faculty of Science and Lassonde Scholarship resulting in an increase of $75,100 (Fiscal 19:20: $514K vs. Fiscal 20-21: $589.1K). These scholarships are awarded to domestic and international, high school students admitted to those respective faculties with an admit average of 90% or higher.

Final Admission Average	Domestic Recipients		International Recipients	
	2019/2020	2020-2021	2019/2020	2020/2021
95%+	143	253	17	18
90-94.9%	772	998	51	73
85-89.9%	1055	1268	116	146
80-84.9%	1623	1492	177	178
Total Number of Awards	3593	4011	361	415

In summary, there was an 11% increase in funding disbursed and a 7.7% increase in the number of award recipients.

York Funded - Continuing Student Awards

York Funded Continuing Student Awards	YOY Overview		YOY Variance		Average YOY Impact of Award ($) per Recipient			
	Fiscal 19-20	Fiscal 20-21	Fiscal 19-20 vs. Fiscal 20-21 YOY Variance ($)	Fiscal 19-20 vs. Fiscal 20-21 YOY Variance (%)	Fiscal 19-20 (Average) Award Disbursement per Recipient*	Fiscal 20-21 (Average) Award Disbursement per Recipient*	YOY Variance ($)	
Overall Spending ($)	$15,817,709	**$38,181,409**	+$22.4M ↗	141.4% ↗	$853	$1,239	$386	↗
Overall Headcount (#)	18,531	**30,803**	12,272 ↗	66.2% ↗				

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **York Funded Continuing Student Awards** *increased* by $22.4M on a year-over-year basis (Fiscal 19-20: $15.8M vs. Fiscal 20-21: $38.2M) representing a YOY spending variance of 141.4%.

Based on recipient headcount for York Funded Continuing Student Awards, there was a 66.2% YOY *increase* in students (+12,272 students) receiving awards in this category (Fiscal 19-20: 18,531 students vs. Fiscal 20-21: 30,803). The YOY average award disbursed *increased* by approximately $386 per recipient.

The significant increase in funding disbursed in this category for Fiscal 2020-21 is attributed to the launch of three awards to offset the 10% international undergraduate tuition fee increase for Summer 2020 and Fall/Winter 2020-2021. The three awards were tied to academic achievement and were named the York University International Scholarship of Merit, the York University International Award of Merit, and the York University International Grant. The awards, valued at $1,000 for Summer and $2,000 (or $1,000 per term) for the Fall/Winter, were automatically awarded to all international, undergraduate students who were enrolled in the applicable study periods and who were paying international tuition. These awards were part of the University's strategy to continue to attract top international students in an era of COVID-19 and served as a retention tool for continuing students. These awards resulted in a total disbursement of $23.6M to 10,269 students.

This increase was offset by decreases in the following:

- *York University Undergraduate Emergency Bursary* – Bursary program created to aid undergraduate students (domestic and international) with unanticipated financial hardship need due to COVID-19. The bursary application was available from mid-March 2020 to the end of April 2020 with most of the funding being disbursed in Fiscal 2019-20 resulting in a decrease of $679K (Fiscal 19-20: $1.3M vs. Fiscal 20-21: $621K)

- *York University Undergraduate Bursary Program/Student Access Guarantee Bursary* – Awarded to undergraduate students with demonstrated financial need. Disbursements dropped by $612K; funds reallocated to support other programs (Fiscal 19-20: $6.3M vs. Fiscal 20-21: $5.68M)

In summary, overall spending and recipient headcount increased in Fiscal 20-21 versus Fiscal 19-20 for York Funded Continuing Student Awards. Increases in head count and spending are attributed to new international awards established in 20-21.

Government Funded Awards

Government Funded	YOY Overview		YOY Variance				Average YOY Impact of Award ($) per Recipient		
	Fiscal 19-20	Fiscal 20-21	Fiscal 19-20 vs. Fiscal 20-21 YOY Variance ($)		Fiscal 19-20 vs. Fiscal 20-21 YOY Variance (%)		Fiscal 19-20 (Average) Award Disbursement per Recipient*	Fiscal 20-21 (Average) Award Disbursement per Recipient*	YOY Variance ($)
Overall Spending ($)	$1,743,370	**$1,678,088**	-$65K	↘	-3.7%	↘	$1,133	$1,161	$28 ↗
Overall Headcount (#)	1,539	**1,445**	-94	↘	-6.1%	↘			

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on **Government Funded Awards** *decreased* by $65K on a YOY-basis (Fiscal 19-20: $1.74M vs. Fiscal 20-21: $1.67M); or a spending variance of -3.7%.

Based on recipient headcount for Government Funded Awards, there was a -6.1% *decrease* (-94 students) receiving awards in this category (Fiscal 19-20: 1,539 vs. Fiscal 20-21: 1,445).

When analyzing the average award disbursement per recipient, despite the overall decrease in funding disbursed and in head count, there was a YOY *increase* of $28 per student.

There were numerous government funded awards that experienced decreases/increases in YOY spending or were new in the Fiscal 20-21 year. Awards that were new or increased in disbursements included but were not limited to the following:
- *NEW - ACUFC French as a Second Language Bursary -* Created by the Association des collèges et universités de la francophonie canadienne (ACUFC), the FSL Bursary Program aims to encourage English-speaking students to pursue their post-secondary studies at a French-language institution or program; to help them in their efforts to learn, use and improve their French-language skills; and to expand their understanding of Francophone culture; $150K disbursed to 100 students
- *NEW - CEWIL iHub Student Stipend* – Government funding awarded through CEWIL to students engaged in unpaid experiential education projects; $119.6K disbursed to 184 students
- *NSERC Undergraduate Student Research Award -* These awards are meant to stimulate undergraduate interest in research in the natural sciences and engineering; increased by $47.8K in 2020-21(Fiscal 19-20: $316K vs. Fiscal 20-21: $364K)
- *Ontario Tuition Waiver for Agha Khan -* Provides opportunities to 10 (ten) qualified AKA graduates with financial need to attend a publicly assisted post-secondary institution in Ontario; increased by $7.4K in 2020-21 (Fiscal 19-20: $137K vs. Fiscal 20-21: $144K)
- *Ontario First Generation Bursary - The bursary is available to individuals whose parents have not attended post-secondary studies*; increased by $6.9K in 2020-21 (Fiscal 19-20: $174K vs. Fiscal 20-21: $181K)

These increases were offset by decreases in the following:
- *OSAP Disability Bursary -* The Bursary for Students with Disabilities is an application-based program so disbursements fluctuate*;* decreased by $150.9K (Fiscal 19-20: $608.6K vs. Fiscal 20-21: $457.7K)
- *OBPAP Tuition Waiver* – Aids students in the Ontario Bridging Participant Assistance Program; decreased by $150K in 20-21 (Fiscal 19-20: $258.8K vs. Fiscal 20-21: $108K)
- *IEP Bridging Program Tuition Waiver -* Aids students in the Internationally Educated Professional Bridging Program; decreased by $41K in 2020-21 (Fiscal 19-20: $132K vs. Fiscal 20-21: $91K)
- *Global Affairs Scholarship -* Financial support provided by CBIE for incoming exchange students; $56.6K awarded in 2019-20 but no funds awarded in 2020-21.

Disbursements across all remaining government funded programs (i.e., Ontario First Generation Bursary, Indigenous Student Bursary, etc.…) remained stable.

Spending and disbursements in Government Funded Awards are driven by the funding directives of the provincial government (MCU) and by the pool of students who apply and qualify for these government programs. Therefore, the amount ($) and headcount variances can change from year to year and are not explicitly tied to York University's scholarship strategy.

Awards from Endowments and Private Donations

Endowments and Donations	YOY Overview		YOY Variance			Average YOY Impact of Award ($) per Recipient		
	Fiscal 19-20	Fiscal 20-21	Fiscal 19-20 vs. Fiscal 20-21 YOY Variance ($)		Fiscal 19-20 vs. Fiscal 20-21 YOY Variance (%)	Fiscal 19-20 (Average) Award Disbursement per Recipient*	Fiscal 20-21 (Average) Award Disbursement per Recipient*	YOY Variance ($)
Overall Spending ($)	$7,916,013	**$8,293,917**	+$378K ↗		4.8% ↗	$1,693	$1,977	$284 ↗
Overall Headcount (#)	4,675	**4,195**	-480 ↘		-10.3% ↘			

*Calculated as total spending in the Award Category for the academic year divided by the # of Students who Received this Award Category during the academic year

Overall, disbursement (spending) on Private Donations and Endowments *increased* by $378K on a year-over-year basis (Fiscal 19-20: $7.9M vs. Fiscal 20-21: $8.3M); representing a YOY disbursement (spending) variance of 4.8%.

Despite the increase on funds disbursed, based on recipient headcount, there was a YOY *decrease* of -10.3% (-480 students) receiving awards in this category (Fiscal 19-20: 4,675 vs. Fiscal 20-21: 4,195).

Based on value of funding per recipient, there was a YOY *increase* in Fiscal 20-21 by an average of $284 per recipient.

Roughly $159K of the variance can be attributed to awards being given in one year and not in the preceding or subsequent year. In Fiscal 19-20, there were approximately 170 awards disbursed that were awarded in Fiscal 20-21; these accounted for $537K of the total funding awarded. Likewise. In Fiscal 20-21 there were approximately 123 awards disbursed that had not been awarded in the prior year (Fiscal 19-20). These awards accounted for a total spend in Fiscal 20-21 of $696K of the total funds disbursed. There are a variety of reasons for an award not to be awarded which include but are not limited to the following: they are new awards or awards that have closed, there was insufficient funding to award them, student fails to meet renewal criteria or there was no suitable candidate for the award(s).

The remaining $219K variance is attributed to roughly 748 awards that were awarded in both Fiscal 19-20 and Fiscal 20-21 but with varying values in both the amount disbursed and the number of recipients. The awards with the most significant variances include but are not limited to the following:

- *Ethel Harris Entrance Scholarship at Glendon:* Awarded to entering undergraduate students who demonstrate academic excellence and are applying to Glendon from outside of Ontario; YOY disbursement increased by $50K
- *Oscar Peterson Scholarship:* Awarded to an undergraduate student entering the Music degree program who demonstrates a unique musical ability, especially in the field of jazz performance, as demonstrated through live performance or a portfolio; YOY disbursement increased by $50K
- *Wendy Babcock Social Justice Award:* Awarded to a student(s) graduating from the JD program who has incurred significant educational debt to pursue their legal education; demonstrated a commitment to serving the public interest (e.g., relevant academic, work and volunteer experience); and intends to pursue a career in social justice; YOY disbursement increased by $50K
- *Honderich Bursary:* The Toronto Star established these awards in honour of its Chair, Beland Honderich. Their purpose is to encourage deserving secondary school students to pursue a university education. A student in their penultimate year at James Cardinal McGuigan Secondary School, C.W. Jeffreys Secondary School, Emery Collegiate Institute and Westview Centennial Secondary School will be chosen by the schools annually; YOY disbursement increased by $32K
- *York University Faculty Association Bursary:* A generous donation by the York University Faculty Association has made possible awards of substantial value to the top students in the Faculties of Environmental and Urban Change, School of Arts, Media, Performance and Design, Education, Glendon, Health, Liberal Arts and Professional Studies, Osgoode, Schulich School of Business, Science and Lassonde; YOY disbursement increased by $30.2K

There was year over year variances in several other awards that contributed to an overall variance in spending and headcount. There are a variety of factors that contribute to spending and recipient headcount in the donor awards which include but are not limited to the following: award, available funding, cost centre surpluses and inability to find suitable candidates.

In summary, there has been continuous year over year growth in disbursements of awards funded by Private Donations and Endowments, to a small number of recipients receiving these awards.

Disbursement Rates by Faculty

Based on headcount, the unique number of recipients by faculty are as indicated below.

Fiscal 2020-21

Faculties	Number of Student Enrolled by Faculty (Unique Headcounts) 2020-2021	Number of Students Who Received At Least 1 Award by Faculty 2020-2021	% Of Enrolled Students in Each Faculty Who Received an Award 2020-2021
Liberal Arts & Professional Studies	24,428	10,873	45%
Environmental Studies	687	295	43%
Science	5,150	2,177	42%
Health	11,801	3,826	32%
Education	1,707	477	28%
Glendon	2,104	862	41%
Arts, Media, Performance and Design	2,995	1,486	50%
Lassonde	5,090	2,867	56%
Schulich	2,053	1,181	58%
Osgoode	1,107	775	70%
TOTAL	**57,122**	**24,819**	**43%**
Note 1 - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
Note 2 - Fiscal year refers to May 1, 2020, to April 30, 2021			

Fiscal 2019-20

Faculties	Number of Student Enrolled by Faculty (Unique Headcounts) 2019-2020	Number of Students Who Received At Least 1 Award by Faculty 2019-2020	% Of Enrolled Students in Each Faculty Who Received an Award 2019-2020
Liberal Arts & Professional Studies	25,080	7,201	29%
Environmental Studies	516	159	31%
Science	4,990	1,659	33%
Health	11,531	4,039	35%
Education	1,703	585	34%
Glendon	2,372	959	40%
Arts, Media, Performance and Design	3,044	1,306	43%
Lassonde	4,616	2,118	46%
Schulich	2,017	1,083	54%
Osgoode	973	727	75%
TOTAL	**56,842**	**19,836**	**35%**
Note 1 - Faculty enrolment numbers obtained from the Office of Institutional Planning and Analysis (OIPA).			
Note 2 - Fiscal year refers to May 1, 2019, to April 30, 2020			

Institutionally, the overall disbursement rate remained stable at 93% for both Fiscal 2020-2021 and Fiscal 2019-2020. This includes all funding for undergraduate and graduate students. On a YOY basis, the disbursement rate by Faculty has increased by 8%.

Conclusion

Overall disbursement (spending) *increased* on a YOY fiscal basis (Fiscal 19-20: $34.8M vs. Fiscal 20-21: $58.6M), representing a YOY spending variance of 68%. This increase is largely attributed to the introduction of three new awards that were created to reduce the impact of the international tuition increase on undergraduate, international students. These awards account for $23.6M of the funds disbursed in Fiscal 20-21.

Based on recipient headcount, there was an 18.5% increase (+6,562) receiving awards (Fiscal 19-20: 35,558 students vs. Fiscal 20-21: 42,120 students) again attributed to the creation of these three awards.

The overall disbursement rate of the University (graduate and undergraduate) remained stable at 93% while the disbursement rate by Faculty has increased by 8%.

Update on Student Financial Assistance (SFA) Strategy

The Student Financial Assistance Strategy re-imagines access for prospective and current students, and is designed to:
- Position York as an institution known for its comprehensive student financial assistance offerings for both domestic and international students
- Attract the best and brightest domestic and international students to York
- Enable all qualified students to attend York
- Increase student engagement at York (including NSSE High Impact Practices)
- Support retention/SEM of current York students
- Further York's Access mandate to better support its unique and diverse populations

In addition, the SFA strategy aligns with 2020-25 UAP principles of:
- "From Access to Success: Next Generation of Student Supports"
- "Advancing Global Engagement"
- UN Social development (SDG) Goals

Under the new strategy, the following initiatives have been approved (effective for FW22):

1. Revision of the Automatic Entrance Scholarship Program to make the scholarship renewable at all tiers and regainable. In addition, recipients of this scholarship will also be eligible to receive a $1,500 award in years 2, 3 or 4 should they elect to participate in a global learning experience.

2. Introduction of the President's International Scholarship of Excellence: renewable, merit-based entrance scholarship intended to attract top international high school applicants from emerging/targeted international markets, twenty awarded annually, valued at $180K ($45K x 4 years)

3. Introduction of the Tentanda Via Award: renewable, non-merit-based entrance award; fifteen awarded annually to international applicants, valued at $120K ($30K x 4 years); forty-five awarded annually to domestic applicants, valued at $40k ($10K x 4 years); recognizes prospective undergraduate students who:

    a. Have demonstrated fortitude and resilience in overcoming personal barriers in the pursuit of a university education; and/or

    b. Are pushing boundaries by demonstrating commitment to progressive and sustainable development initiatives by making a difference regarding compelling issues of our time.

4. Expanded domestic and international bursary support to foster retention/SEM

5. Additional funding ($400K) committed to expand the Work/Study program

APPENDIX 2: 2020-21 QUICK-FACTS TABLES

*2020/21
Undergraduate
Awards - Table
A for Fact
Book*

level Undergrad

York Funded	Entering Student Awards	Entrance Award	$827,236
		Other Entrance Scholarships	$8,699,779
		President's Scholarship	$267,300
		Renewable Entrance Scholarship	$16,000
		Science & Engineering Entrance Scholarship	$589,100
	Continuing Student Awards	Continuing Student Scholarship	$1,742,853
		Other In-Course Scholarships	$24,615,816
		Renewable Entrance Scholarship-Renewals	$758,000
		Service Bursary Program	$23,250
		Undergrad Bursary Program	$11,041,490
Government Funded		First Generation Bursary	$181,262
		Government Funded Programs	$1,039,105
		OSAP Disability Bursary	$457,721
Private Donations		Endowments and Annual Donations	$8,293,917
All			$58,552,828

level Undergrad

			AP	ED	ES	EU	FA	GL	HH	LE	LW	SB	SC	All
								Home Faculty						**All**
York Funded	**Entering Student Awards**	**Entrance Award**	$467,302	$3,000	$0	$3,500	$12,000	$8,500	$68,179	$57,001	$164,500	$10,000	$33,254	$827,236
		Other Entrance Scholarships	$2,515,146	$117,500	$0	$132,500	$710,758	$312,500	$1,442,755	$984,537	$5,000	$1,399,000	$1,080,083	$8,699,779
		President's Scholarship	$54,000	$16,200	$0	$10,800	$35,100	$10,800	$37,800	$27,000	$0	$32,400	$43,200	$267,300
		Renewable Entrance Scholarship	$4,000	$4,000	$0	$0	$0	$4,000	$4,000	$0	$0	$0	$0	$16,000
		Science & Engineering Entrance Scholarship	$0	$0	$0	$0	$0	$0	$0	$260,000	$0	$0	$329,100	$589,100
	Continuing Student Awards	**Continuing Student Scholarship**	$483,170	$46,316	$0	$24,486	$119,592	$75,933	$559,900	$93,886	$0	$110,726	$228,844	$1,742,853
		Other In-Course Scholarships	$14,683,685	$27,589	$40,400	$226,250	$1,212,286	$480,900	$1,763,311	$3,275,057	$184,660	$389,560	$2,332,118	$24,615,816
		Renewable Entrance Scholarship-Renewals	$96,500	$3,500	$0	$3,500	$77,000	$45,500	$98,000	$28,000	$0	$280,000	$126,000	$758,000
		Service Bursary Program	$0	$0	$0	$0	$0	$23,250	$0	$0	$0	$0	$0	$23,250
		Undergrad Bursary Program	$2,691,048	$293,983	$3,000	$62,679	$368,942	$245,338	$1,338,465	$1,465,117	$3,782,405	$339,408	$451,104	$11,041,490
Government Funded		**First Generation Bursary**	$70,166	$0	$0	$0	$14,866	$6,219	$60,845	$11,866	$0	$0	$17,299	$181,262
		Government Funded Programs	$295,006	$99,034	$0	$48,800	$42,397	$85,850	$66,687	$191,795	$0	$43,181	$166,355	$1,039,105
		OSAP Disability Bursary	$171,196	$19,011	$0	$4,914	$23,955	$32,531	$107,372	$40,150	$17,083	$5,790	$35,718	$457,721
Private Donations		**Endowments and Annual Donations**	$1,699,509	$168,562	$5,900	$139,619	$603,713	$525,221	$896,776	$1,649,174	$1,551,967	$526,929	$526,547	$8,293,917
All			$23,230,728	$798,695	$49,300	$657,048	$3,220,610	$1,856,542	$6,444,091	$8,083,583	$5,705,615	$3,136,993	$5,369,622	$58,552,828

Table A

			AP	ED	ES	EU	FA	GL	HH	LE	LW	SB	SC	All
								Home Faculty						**All**
			heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads	heads
York Funded	**Entering Student Awards**	**Entrance Award**	429	5	0	5	18	12	88	64	11	1	32	665
		Other Entrance Scholarships	1572	75	0	42	389	155	894	551	1	485	496	4660
		President's Scholarship	10	3	0	2	7	2	7	5	0	6	8	50
		Renewable Entrance Scholarship	1	1	0	0	0	1	1	0	0	0	0	4
		Science & Engineering Entrance Scholarship	0	0	0	0	0	0	0	132	0	0	166	298
	Continuing Student Awards	**Continuing Student Scholarship**	878	71	0	41	217	130	886	163	0	191	353	2930
		Other In-Course Scholarships	9631	22	45	118	1071	375	1636	2183	73	447	2158	17759
		Renewable Entrance Scholarship-Renewals	28	1	0	1	22	13	28	8	0	80	36	217
		Service Bursary Program	0	0	0	0	0	38	0	0	0	0	0	38
		Undergrad Bursary Program	3151	314	3	72	380	312	1539	1557	1579	412	540	9859
Government Funded		**First Generation Bursary**	65	0	0	0	12	3	50	12	0	0	16	158
		Government Funded Programs	405	94	0	57	30	60	58	84	0	5	88	881
		OSAP Disability Bursary	151	15	0	4	28	35	90	24	17	5	37	406
Private Donations		**Endowments and Annual Donations**	1148	99	3	48	393	324	514	376	869	187	234	4195
All			17469	700	51	390	2567	1460	5791	5159	2550	1819	4164	42120

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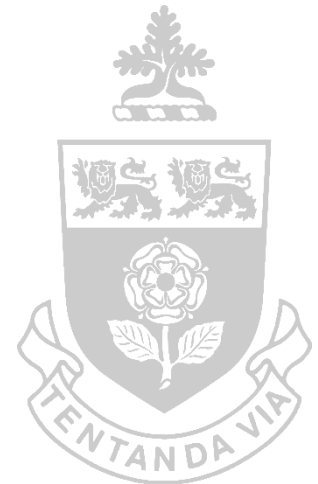
REGISTRAR'S OFFICE

STUDENT FINANCIAL SERVICES

Bennett Centre for Student
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4700 Keele St.
Toronto ON
Canada M3J 1P3

yorku.ca/osfs

<u>Memorandum</u>

To: Senate Committee on Awards

From: Karen Warner, Manager Scholarships and Bursaries
          Oana Alexandru, Senior Financial Analyst

cc: Darren Fernandez, University Registrar

Date: May 13, 2022

Re: 2021 New Awards Report

<u>Overview:</u>

The purpose of this memo is to provide a summary of the new awards approved by Student Financial Services on behalf of Senate in the 2021 calendar year (January 1 to December 31).

This memo presents comparisons of the new awards approved in 2021 and 2020 analyzed in Tables 1 to 5 by faculty, funding type, value, category, and timing of disbursement. The prior year data has been included to provide a historical perspective only.

Overall, the number of new awards increased on a year over year (YOY) basis (126 in 2021 vs. 90 in 2020).

Please refer to **Appendix A** for the full list of new awards (names and public descriptions). For informational purposes, **Appendix B** provides award funding definitions.

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TABLE 1: Summary of New Awards by Faculty

NEW AWARDS BY FACULTY

Faculties	2021 Calendar Year		2020 Calendar Year		2019 Calendar Year	
	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved	# of Awards Approved	% Share of Awards Approved
Non-Faculty Specific	18	14%	27	30%	8	9%
Arts, Media, Performance and Design (Undergraduate)	4	3%	2	2%	1	1%
Education (undergraduate)	0	0%	0	0%	0	0%
Engineering (Undergraduate)	8	6%	5	6%	2	2%
Environmental and Urban Studies (Undergraduate)	0	0%	2	2%	0	0%
Glendon (Undergraduate)	10	8%	7	8%	9	10%
Graduate Studies (excluding Law and Schulich)	13	10%	9	10%	29	34%
Health (Undergraduate)	4	3%	1	1%	2	2%
Law (Undergraduate and Graduate)	22	17%	11	12%	13	15%
Liberal Arts & Professional Studies (Undergraduate)	16	13%	13	14%	11	13%
Science (Undergraduate)	3	3%	2	2%	3	3%
Schulich (Undergraduate and Graduate)	28	22%	11	12%	8	9%
TOTAL	**126**	**99%**	**90**	**100%**	**86**	**100%**

Calendar year refers to the period from January 1 to December 31

TABLE 2: Summary of New Awards by Funding Types

Funding Source	2021 Calendar Year				2020 Calendar Year				2019 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Annual Payments	9	0	2	11	3	1	1	5	6	1	0	7
Endowments	20	7	2	29	16	4	2	22	14	5	0	19
One-Time-Only	6	1	5	12	1	1	3	5	6	1	1	8
Operating	9	11	0	20	10	5	1	16	5	24	3	32
Term Awards	27	17	7	51	21	6	1	28	8	5	2	15
Transcript Notation	1	2	0	3	11	0	1	12	4	1	0	5
Government	0	0	0	0	2	0	0	2	0	0	0	0
TOTAL	72	38	16	126	64	16	10	90	43	37	6	86

TABLE 3: Summary of New Awards by Value

Award Value	2021 Calendar Year				2020 Calendar Year				2019 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
< $500	1	1	0	2	0	0	0	0	0	0	2	2
$500-$1,000	23	8	3	34	25	1	2	28	14	3	1	18
$1,001 - $2,000	14	2	2	18	4	3	2	9	4	3	1	8
$2,001 - $3,000	6	6	0	12	2	1	0	3	2	2	0	4
$3,001 - $5,000	7	3	4	14	4	4	1	9	3	2	1	6
$5,001 - $10,000	6	4	2	12	4	1	2	7	3	1	0	4
$10,001 and above	4	7	0	11	0	1	0	1	1	4	0	5
Amount Varies	10	5	5	20	14	5	2	21	12	21	1	34
No Monetary Value	1	2	0	3	11	0	1	12	4	1	0	5
TOTAL	72	38	16	126	64	16	10	90	43	37	6	86

A number of awards have an award value range. In these instances, the ceiling for the range has been recorded in the chart above.

TABLE 4: Summary of New Awards by Categories

Definition	2021 Calendar Year				2020 Calendar Year				2019 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Award	42	22	5	69	42	8	7	57	17	22	6	45
Bursary	15	4	7	26	9	4	2	15	12	1	0	13
Fellowship	0	3	0	3	0	0	0	0	0	7	0	7
Prize/Medal	7	0	4	11	5	1	1	7	9	1	0	10
Scholarship	8	9	0	17	8	3	0	11	5	6	0	11
TOTAL	72	38	16	126	64	16	10	90	43	37	6	86

TABLE 5: Summary of Awards by Timing

Timing	2021 Calendar Year				2020 Calendar Year				2019 Calendar Year			
	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total	UG Awards	Grad Awards	UG/Grad Awards*	Total
Convocation	1	0	0	1	2	0	0	2	3	0	0	3
Entrance	12	7	0	19	13	0	1	14	5	6	0	11
In-Course	59	31	16	106	49	16	9	74	35	31	6	72
TOTAL	72	38	16	126	64	16	10	90	43	37	6	86

Conclusion

The number of new awards by faculty (Table 1) remained stable on a percentage basis except for the non-faculty specific awards which saw a drop (18 in 2021 vs. 27 in 2020) and Schulich which saw an increase in new awards established (28 in 2021 vs. 11 in 2020). The number of new non-faculty specific awards established in 2020 can be partially attributed to various supports that were created by York University to assist students who were adversely impacted by the pandemic; these accounted for eight of the twenty-seven established in 2020.

There were increases in the number of new awards established across all funding types (Table 2) except for transcript notations, with the most significant variance in funding type YOY is in the number of new awards that have been created as termed awards (51 in 2021 vs. 28 in 2020).

With respect to award values (Table 3), in 2021, there were increases in award values from the $500 range through to the $10,000+ ranges. Twenty-one of the new awards with values of $5,000+ are termed awards and eleven of those reside within the Schulich School of Business. Additionally, two of the newly established awards under the Student Financial Assistance strategy have values exceeding $10,000 per/yr.

In terms of award categories (Table 4), as has been the trend for the past several years, donors continue to prioritize financial need as an important criterion as evidenced by the number of new awards (which often have a financial need component) and bursaries.

Lastly, there were no significant variances with respect to award timing with the bulk of new awards being established as in-course awards (Table 5).

Overall, the number of new awards established in 2021 increased on a year over year (YOY) basis (126 in 2021 vs. 90 in 2020).   The increase in award values across the board is a positive with respect to student support.

APPENDIX A	
AWARD NAME	**AWARD DESCRIPTION**
Torkin Manes LLP Bursary	As part of its commitment to diversity and inclusion, and to create opportunities for Black students to pursue law as a career where financial circumstances may otherwise be an impediment, Torkin Manes LLP has established a bursary to help alleviate a portion of the cost of the first year of law school. Two bursaries, each in the amount of $13,500, will be awarded annually to two Black law students with demonstrated financial need entering their first year of the JD program.
Faculty of Liberal Arts and Professional Studies International Undergraduate Leadership Scholarship	Are you a high school student that demonstrates leadership through community service or excellence in sports or the arts? This international student scholarship is available to students who have applied for an undergraduate program in the Faculty of LA&PS. Fifty (50) of these scholarships are awarded each year, valued at $10,000 per year. The scholarship is renewable for an additional three years of full-time undergraduate study if you maintain high academic standing each year, which would bring the total funding to $40,000 over four years.
Michelle and Guy Berman Bursary	Michelle (Geller) and Guy Berman met in 1998 when they were both students in the LLB program and credit Osgoode as the foundation for much of their future success. They created this annual award on the occasion of their 18th wedding anniversary to assist a current JD student in financial need.
Master of Social Work Enrolment Bursary	LA&PS-Masters of Social Work applicants that are admitted and register into the Master of Social Work program(s) are automatically eligible to receive a bursary that will pay their initial registration fee for applying to the program.
Lidia Serras Memorial Scholarship	In memory of Lidia Serras, the Schulich community will establish a new scholarship in her name, to be awarded annually to a full-time Schulich School of Business student, enrolled in a specialized master program, who demonstrates academic excellence and financial need. The recipient must be well-rounded and possess experience working with teams from diverse backgrounds. Applicants for the scholarship must also have experience working with international organizations. The scholarship will reflect the values most closely associated with Lidia, dedication and loyalty, as well as her rich and highly diverse career, having lived and worked in three different continents for large global corporations and government organizations. The late Lidia Serras was a wonderful colleague and dedicated staff member at the Schulich School of Business. She was the Assistant Director of Graduate Recruitment and Admissions in the Student Services & International Relations unit. Lidia represented Schulich with pride and professionalism at student recruitment events across Canada and around the world. Lidia Serras passed away suddenly on January 20, 2021.
Glendon Experiential Education Award	Awarded to Glendon students in exchange for a work-integrated learning experience or other experiential opportunities that are coordinated with Glendon staff. Special consideration will be given to students with additional travel expenses.
Canadian International School Scholarship	Awarded to international students admitted from a Canadian international high school, as follows: 1 x $5,000 to a student with an admit GPA of 90% or higher, 3 x $3,000 to students with an admit GPA of 85-89.9%.
Ann Hilborn Memorial Experience Award	The Ann Hilborn Memorial Experience Award will be awarded annually to Glendon students who are travelling on exchange or experiential education program outside of Ontario. Preference will be given to students majoring or minoring in French Studies and/or the Glendon French as a Second Language BEd program Ann Hilborn spent her early years in Belleville, Ontario and Pierrefonds, Quebec. Following graduation from Moira Secondary School in Belleville as an Ontario Scholar, Ann enrolled in York University's Glendon College. As a dedicated student and voracious reader, she blossomed in the multilingual, idea-rich environment. Between her third and fourth years, Ann travelled to Paris, France to work as une jeune fille au pair. This provided her with an opportunity, in her free time, to visit the city's famous landmarks and experience Parisian life first-hand. It was the trip of a lifetime for her. Ann graduated from Glendon in 1976, earning a dual honours degree in French and English, and then went on to Teachers' College receiving her B.Ed. An enthusiastic, creative teacher who stressed to her students that it was essential always to give your best and to look for the good in life and in people, Ann was a positive influence on countless students in the Durham District School Board during her 34 years of teaching. A highlight for many students were the experiential education trips Ann led annually to St-Donat in the Laurentians. There students could practice their French and experience Québec culture. Later in life Ann met Peter Clute through their mutual interest in photography. It turned out that he too was a Glendon alumnus. Peter became the love of Ann's life, her soulmate and companion. Ann died in 2020, but her spirit lives on in those who knew her and those who are recipients of the Ann Hilborn Memorial Experience Award.

AWARD NAME	AWARD DESCRIPTION
Mark and R. Paul Allio Experience Award	The Mark and R. Paul Allio Experience Award was created to benefit Glendon students who are travelling on exchange or experiential education program outside of Ontario. Recipients must have a minimum 6.0 (B) average and demonstrate financial need. Preference will be given to students pursuing courses or opportunities in one of the following areas: Drama & Creative Arts, Communications, field research, scientific exploration or international affairs. The Mark and R. Paul Allio Experience Award was established by Mark and his family to honour the memory of his brother Paul and commemorate the transformative impact Glendon College had on both brothers when their family immigrated to Toronto from the NYC area. Mark graduated from Glendon in 1977 with a BA in Psychology, and Paul followed in 1979 with a BA in Political Science. They were the only Americans at Glendon during this time, and their immersive experience steeped in Glendon's unique bilingual culture helped them acquire international cultural literacy and become proud world citizens. Both went on to full and interesting careers in international business consulting, economic development, entrepreneurship, education, and the arts. Paul met his future wife Beate Freter (BA 1978) at Glendon, and although their marriage did not last, they produced three children, Chris, Devon, and Nicole, all of whom are dual US and Canadian citizens. This award is dedicated to helping future Glendon students expand their horizons and make meaningful contributions to a world without borders that embraces all cultures.
Schulich Black and Indigenous Student Bursary	The Schulich Black and Indigenous Student Bursary will be provided to either part-time or full-time Schulich undergraduate and graduate students who demonstrate financial need. Funding for this bursary program is limited and is allocated at the discretion of the Schulich School of Business on the basis of financial need and/or study level. Applicants will be required to complete the Schulich Bursary Application/SFP and self-identify as either/or Indigenous or Black. Value: variable
The Melissa Grelo Entrance Award for Black and Indigenous Excellence	The Melissa Grelo Entrance Award for Black and Indigenous Excellence will be awarded annually to a female student entering their first year of a program within the School of Information Technology or the Department of Economics, in the Faculty of Liberal Arts & Professional Studies. The Award will be granted with preference in the following order: 1. A female student who identifies as Black and/or Indigenous and had the highest GPA in their final year of high school. If there is more than one eligible candidate, then the award will be granted to the candidate who demonstrates the greatest financial need. 2. The female student who had the highest GPA in their final year of high school. If there is more than one eligible candidate in this pool, then the award will be granted to the candidate who demonstrates the greatest financial need.
Narcisi Family Bursary	Working in Osgoode's Student Financial Services Office has given Nadia a unique perspective on students' financial and personal struggles in law school. She and her husband, Nick, created this award to provide students with financial support but also in gratitude of their connection to Osgoode and York University. This bursary will be given annually to JD students who demonstrate financial need.
China Scholarship Council Tuition Waiver	This is an internally funded award used by FGS only to waive tuition fees for students funded by the China Scholarship Council, according to the MOU signed between the CSC and York University.
Bourse d'excellence pour la relève en traduction biomédicale et pharmaceutique/ Excellence in Biomedical and Pharmaceutical Translation Award	La Bourse d'excellence pour la relève en traduction biomédicale et pharmaceutique/ The Excellence in Biomedical and Pharmaceutical Translation Award is intended to recognize academic excellence in an undergraduate course in specialized translation in the biomedical/pharmaceutical field (TRAN 3210), and to support emerging talent in this area. To be eligible, students must be in good academic standing. It has been created by the former Groupe Traduction and its purpose is to contribute to the training of future language professionals for this industry. The Groupe Traduction, officially created in 1989, is composed of professional translators working in the pharmaceutical industry in Canada, for research-based companies, members of the Innovative Medicines Canada industry group.
Murton-Midea Memorial Bursary	The Murton-Midea Memorial Bursary was established in memory of Jesse Murton and Alex Midea. This award will be granted to the Men's Varsity Football student-athlete who best exemplifies the characteristics that defined teammates Jesse Murton and Alex Midea; tenacity, determination, leadership and compassion. Recipients must demonstrate financial need and meet the Ontario University Athletics (OUA) criteria of 80% or higher if entering university, or a sessional GPA of 5.5 in their previous year of study if they are a continuing student.
Schulich Student Relief Fund	The Schulich Student Relief Fund was created to help Schulich students who demonstrate the highest financial need.

AWARD NAME	AWARD DESCRIPTION
Riverside Natural Foods Award	The Riverside Natural Foods Award will be awarded annually to a Black student enrolled in an undergraduate program within the Lassonde School of Engineering or in the Bachelor of Commerce program within the Faculty of Liberal Arts and Professional Studies. To be eligible, applicants must demonstrate finanical need and submit a one page statement (250 words) on how they inspired a healthier and more compassionate world by taking steps in their life to be healtheir and more compassionate and/or how they have inspired others to do so through volunteering/community engagement etc.
RSM Canada Scholarship in Accounting	Experience the power of being you with the RSM Scholarship in Accounting, established by RSM. This Award will be granted to a 3rd year BBA/iBBA student with a specialization in accounting. Students must have a minimum GPA of 7.5 (A) and a competitive grade in one second year course, which will be determined at the discretion of the award administrator. Preference will be given to a student who has commitments in at least two non-academic activities, including but not limited to: part-time job, student group, volunteer role, and sports team. The recipient of the scholarship will be offered the optional opportunity to have a coffee meeting and interview with the RSM team, with an understanding that there will be no guarantees on job placement. RSM is the leading provider of audit, tax and consulting services to the middle market, which is the engine of global commerce and economic growth.
The LA&PS Digital Composition Prize	The LA&PS Digital Composition Prizes are open to digital submissions of all sorts produced by students in first to fourth-year LA&PS courses. Successful entrants will make creative use of this medium's capabilities, including graphics, hypertext, video, audio, programming languages (Flash, Java etc.), and platform capabilities, as applicable. Multimodal entries are encouraged.* Submissions must be web-aware (intended for a public audience on the World Wide Web) and prizes will be awarded based on how well the project's form, central idea, and function combine to achieve the assignment's goals. Once each year, a winner and a runner-up will be chosen for each year level (1000, 2000, 3000, 4000). Winners/Runners-up will receive a cash award, an official transcript note, and the opportunity to have their digital composition hosted permanently on a York-hosted website. A static URL of their faculty-reviewed submission will remain easily accessible to those considering applications for graduate and professional studies. *Primarily text-based submissions should be entered in the LA&PS Writing Prize Competition. This includes assignments that contain hypertext, but are not available on the World Wide Web. Also ineligible for this competition are stand-alone infographics and posters.
CHIN Radio Award for Ethnomusicology	The CHIN Radio Award for Ethnomusicology will be awarded to a Canadian student* at the end of their first year of a full-time undergraduate Music program within the School of the Arts, Media, Performance and Design. To be eligible, students must have a minimum GPA of 6.0 (B) and have an interest in, and commitment to, ethnomusicology as demonstrated through course work and course selection. If there is more than one eligible candidate, then the award will be granted based on academic merit.
Mackenzie-Papineau Battalion Memorial Fellowship in History	The Mackenzie-Papineau Battalion Memorial Fellowship in History supports graduate student research on the Spanish Civil War and its legacies in the Spanish, Canadian, or other international contexts, or on progressive activism, or the international politics of the era. The Fellowship is worth $10,000. The Mackenzie-Papineau Memorial Fund is a private Canadian charity that commemorates the 1500 Canadian volunteers who fought to defend the democratically elected government against fascist forces during the Spanish Civil war of 1936-1939. The Mackenzie-Papineau battalion ("the MacPaps") was named after William Lyon Mackenzie and Louis-Joseph Papineau the leaders of the rebellions of 1837 in upper and lower Canada. They sought liberty, justice and democracy, a spirit which the Canadian volunteers carried to Spain.
Dean's Scholarship for Women in Science	The Dean's Scholarship for Women in Science supports female Doctoral and Master's students in the Faculty of Science. The scholarship is awarded to a domestic female student entering a graduate program in the Faculty of Science who demonstrates leadership skills, academic excellence and research potential in the field of science. Preference will be given to residents of Ontario.

AWARD NAME	AWARD DESCRIPTION
Award for Outstanding Doctoral Research in Clinical Health Psychology	An award for research excellence in clinical health psychology will be given out annually to one doctoral student in the clinical or clinical developmental psychology area. The Award for Outstanding Doctoral Research in Clinical Health Psychology recognizes an exceptional PhD thesis or an article published in clinical health psychology while undertaking full-time doctoral studies. The award is open to graduate students in the clinical or clinical-developmental programs at York University and recognizes innovative research in health psychology. Innovativeness may be demonstrated by advancing theory, methodology, clinical practice, or health service delivery. The adjudicating committee will be composed of faculty from the clinical and clinical-developmental areas. Individuals may receive the award only once. The award will be given annually contingent upon submissions demonstrating research excellence as determined by the adjudicating committee. The award is open to doctoral students in the clinical and clinical developmental areas. The successful applicant will be notified no later than the end of June and will be formally presented with the award on a suitable occasion.
Award for Outstanding Master's Research in Clinical Health Psychology	An award for research excellence in clinical health psychology will be given out annually to one MA student in the clinical or clinical developmental psychology area. The Award for Outstanding Master's Research in Clinical Health Psychology recognizes an exceptional MA thesis or an article published in clinical health psychology while undertaking full-time studies. The award is open to graduate students in the clinical or clinical-developmental programs at York University and recognizes innovative research in health psychology. Innovativeness may be demonstrated by advancing theory, methodology, clinical practice, or health service delivery. The adjudicating committee will be composed of faculty from the clinical and clinical-developmental areas. Individuals may receive the award only once. The award will be given annually contingent upon submissions demonstrating research excellence as determined by the adjudicating committee. The award is open to MA students in the clinical and clinical developmental areas. The successful applicant will be notified no later than the end of June and will be formally presented with the award on a suitable occasion.
Schulich Startup India –Together 2021 Prize	The Schulich School of Business, in partnership with Startup India (Government of India), joined forces to create "Together 2021", an annual entrepreneurship bootcamp and venture competition. In January 2021, the inaugural event took place virtually with 250 student entrepreneurs from India and Canada participating by forming 50 teams who were challenged to come up with potential solutions in line with this year's values of self-reliability, sustainability and social purpose. Through three judging rounds, leading venture capitalists and investors choose the top three venture ideas. The winning teams are rewarded with powerful startup tools, global networks and monetary support to realize their entrepreneurial dreams. Value: varies
Bennett Jones LLP Investor Protection Clinic Prize	Since its founding in 1922, Bennett Jones has cultivated leadership for the legal, business and political worlds. This prize will be given annually to the student(s) who have shown outstanding leadership and contribution in the clinical portion of the Investor Protection Clinic
Makau Mutua Prize	This prize honours Makau W. Mutua, a Kenyan-American professor at the SUNY Buffalo School of Law, who served as dean from 2008-2014, for his pioneering and impactful work in human rights around the world. He teaches international human rights, international business transactions and international law. It will be awarded annually to the student who stands first in the International Human Rights Law seminar.
Judge Abdulqawi Ahmed Yusuf Prize	This prize honors Abdulqawi Ahmed Yusuf, a Somali lawyer and judge serving on the International Court of Justice since 2009 and the court's president from 2018 to 2021, for his contributions and service to the international community. He was also a former General Counsel of UNESCO. It will be given annually to the student who stands first in the course on Public International Law.
Bill Martin '66 Award	This award is given by Bill Martin in appreciation for the opportunity of attending the law school in the last class at Osgoode Hall. This award is for students who have shown an interest in giving back to the community and/or have a history of volunteerism which they plan to continue, using their talents and legal education. Recipients must demonstrate financial need.
Vukica and Ljubomir (Bata) Dimitrijevic Memorial Annual Award	This award is established by the granddaughter of beloved grandparents, Matata and Deda Bata, for their unconditional love from the day she was born until they passed away in 2004 and 2006, respectively. It will be given annually to a student in the Professional LLM program who is an internationally trained lawyer or law graduate pursuing their first academic program in Canada. Full-time or part-time students paying either domestic or international fees are eligible. The recipient must demonstrate financial need.
Sasa Jurak Memorial Annual Award	This award is established by Katarina Jurak, the daughter of beloved father, Sasa Jurak who passed away on January 7, 2020. It will be given annually to a student in the Professional LLM in International Business Law who is paying either domestic or international fees. The recipient must demonstrate financial need.

AWARD NAME	AWARD DESCRIPTION
KPMG Social Work Field Education Award	The KPMG Social Work Field Education Award will be awardedd to students in York University's School of Social work who are undertaking their unpaid field placement and who are in good academic standing. There will be six awards annually —three for BSW students and three for part-time MSW students. BSW students must demonstrate financial need through the Student Financial Profile. Full-time or part-time students will be considered for the BSW awards. Only part-time MSW students will be considered for the graduate awards. The award is non-renewable.

The KPMG Foundation acts as a catalyst in the mobilization of KPMG and its people in giving to their communities. More than providing an avenue for giving, the Foundation helps drive KPMG's mission to be a socially-responsible and civic-minded organization and promotes a culture in which our people thrive personally and professionally. |
| KPMG Undergraduate Business Award | The KPMG Undergraduate Business Award will be awarded to students in their third or fourth year of study in the Bachelor of Commerce program in York University's School of Administrative Studies, in an Accounting or Finance program, or in the Specialized Honours BCom-ITEC program. Students must demonstrate financial need. Full-time or part-time students will be considered. The award is non-renewable.

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| KPMG Graduate Diploma Accounting Award | The KPMG Graduate Diploma Accounting Scholarship will be awarded to students enrolled in the Graduate Diploma in Professional Accounting in York University's School of Administrative Studies. Full-time and part-time students are eligible; recipients must be graduates of the Bachelor of Commerce degree in the Faculty of Liberal Arts & Professional Studies. Recipients will be selected based on entrance GPA. In cases where the GPA is tied or very close, financial need may be considered as an additional criterion. The scholarship is non-renewable.

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| BLSA Graduation Bursary | Awarded at the discretion of the Faculty |
| The Vilma Teelucksingh Scholarship | The Vilma Teelucksingh Scholarship will be awarded annually to incoming Black full-time, first year undergraduate students, entering York University from a high school in Canada. To be eligible for the award, students must have a minimum average of 80%, demonstrate financial need and be actively involved in the Caribbean-Canadian community in Canada. Applicants must submit a one-page statement about themselves and their interests (i.e., cultural, academic, recreational), and outline their current volunteer work or involvement in the Caribbean-Canadian community in Canada. If there is more than one suitable candidate, the award will be granated to the applicant who demonstrates the greatest financial need.

This award was established through a bequest from Vilma Teelucksingh (1938-2019) (MA '74). Vilma grew up in Trinidad, moved to Canada, completed her MA in English at York University in 1974 and then went on to receive the Master of Library Science at the University of Toronto. She became a high school teacher and Librarian in the Markham community. She always valued education and was passionate about helping Caribbean-Canadian students. |
| Graduate Student Research Excellence Award in Civil Engineering | The Graduate Student Research Excellence Award recognises outstanding research accomplishments in the Department of Civil Engineering at York University. The award acknowledges innovative and novel research accomplishments that have had or have the potential for significant impact in the field of Civil Engineering.

To be eligible for the award, students must meet the following requirements:
1. Be enrolled as a graduate student in the Department of Civil Engineering at York University in the 12 months preceding the time of the nomination; and
2. Not have received this award previously during their current MASc or PhD programs.

If a student has won this award during their MASc program, they are eligible to apply for this award during their PhD program. |
| Elizabeth and William Cheung International Student Memorial Award | The Elizabeth and William Cheung International Student Memorial Award is intended to provide additional funding for students who are also recipients of the Dean's Undergraduate Research Award (DURA), with preference to international students and students who are pursuing a degree in the physical sciences (Chemistry or Physics & Astronomy). To be eligible recipients must have a minimum GPA of 6.0. If there is no eligible candidate, then the award will be granted to the student with the highest GPA. |

AWARD NAME	AWARD DESCRIPTION
Eleftheria and Dimitrios Stribopoulos Award	Justice James Stribopoulos, formerly an Associate Professor and the Associate Dean of Osgoode Hall Law School, established this award in honour of his parents who were instrumental in supporting his education. This award will go to a JD student who demonstrates financial need and has an interest in pursuing a career in criminal law.
LLIR Glendon Student Opportunity Fund	The LLIR Glendon Student Opportunity Fund was established to help increase access of students to pursue post-secondary studies at Glendon campus, York University. As a guiding principle, these funds will create opportunities for students aligned with Glendon's strategic enrollment objectives, focusing on students facing financial challenges as well as those who come from traditionally under-represented groups. Living and Learning in Retirement (LLIR) is a lively group of over 1,200 retirees who attend courses at York University's Glendon Campus. For nearly 50 years, LLIR members and the organization itself have provided financial support to Glendon students through donations to support a variety of financial assistance programs for Glendon students.
Advancing Black Students Award	Advancing Black Students supports third and fourth-year undergraduate students, from the Faculty of LA&PS, as they prepare to navigate professional work environments. The program's three-pronged approach will offer mentorship, financial support and personalized skills development opportunities for each student.
Peter W. Hogg Memorial Award	Peter Hogg will always be remembered as one of Osgoode's most beloved professors and Canada's leading constitutional law scholar. He joined the Osgoode faculty in 1970 and taught trusts, tax and, of course, constitutional law. His student evaluations were effusive in their praise. Peter always read the evaluations closely because he wanted to be a better teacher. He was Dean from 1998 to 2003, during which time he developed a Plan for the Law School that served as a beacon for Osgoode's development. He also started a fundraising campaign that saw the first renovation of the Osgoode building. Much to his surprise, Peter was a very effective fundraiser. No one could say no to Peter. In his final interview for Osgoode's alumni magazine, Continuum, when asked about retiring from the School he said, "I should say that at the time mandatory retirement applied, so I didn't have any choice about leaving the Osgoode Hall Law School. I had to leave. But it's easy to answer what I miss most about Osgoode. I miss the students." This award was created with the donations of many Osgoode alumni and friends. The funds were generously matched by Blake Cassels & Graydon LLP, where Peter became the Scholar in Residence after his retirement from Osgoode. It will be given to a student in, or entering, the JD program who demonstrates both academic merit and financial need.
TLN Graduate Fellowship	The TLN Graduate Fellowship will be annually offered to one graduate student at York University who is nominated by a CERLAC Fellow, owing to their investment in communicating with the public about research relating to Latin America and the Caribbean. As a TLN Graduate Fellow, this student will serve as a knowledge hub and storyteller within the Centre with the mission of gathering and sharing human-interest stories from both student and faculty researchers on topics related to Latin America and the Caribbean, their diasporas, and their impact on Canada and the rest of the world. The TLN Graduate Fellow will communicate these stories through various multimedia formats (such as videos, short stories, podcasts) for the purposes of broadening their reach globally, so they are accessible to anyone who is interested in learning about topics related to Latin America and the Caribbean. Each TLN Graduate Fellow will be appointed for three terms (Fall, Winter, and Summer) and they will be expected to produce a minimum of six (two per term) multimedia pieces
Timothy A. Brown Startup Award for Early-Stage Entrepreneurs	This award is designed to help one 2nd or 3rd year BBA/iBBA students afford the cost of education and help kick-start their entrepreneurial journey. The recipient demonstrates entrepreneurial spirit by submitting an outline of their own startup creation/concept and/or their contributions to the student entrepreneurial startup community at Schulich, as well as demonstrate financial need. The recipient will also receive the optional opportunity for quarterly mentorship sessions with the Executive Director of Schulich's Office of Innovation and Entrepreneurship. The Award will encourage the recipient to explore their startup ideas and advance their early-stage entrepreneurial aspirations.Value: $1,000 Timothy A. Brown teaches the Schulich Mini-MBA: Dentist Business Leadership Program at the Schulich Executive Education Centre (SEEC). Passionate about entrepreneurship and championing student success, Timothy establishes this Award to help Schulich undergraduate students to jumpstart and succeed in their entrepreneurial endeavours.
Access to Success Fellowship	Each year, the Schulich School of Business provides a number of Access to Success Fellowships to incoming MBA students who demonstrate overall merit and identify as having a disability. Selection will be based overall merit from the admissions profile. Recipients will have a minimum cumulative GPA of 4.0 (B-). Value: C$5000

AWARD NAME	AWARD DESCRIPTION
Sonja I. Bata Legacy Award	Thanks to the generosity of the late Sonja I. Bata, the Sonja I. Bata Legacy Award will support an incoming Masters student who demonstrates academic excellence and exceptional leadership potential in either social entrepreneurship or responsible business. The recipient will be well-rounded and bring great experience in collaborating with teams from diverse backgrounds and with different mindsets. Value: $10,000
Ginny Boelhower Scholarship	The Ginny Boelhower Scholarship was created to benefit female graduate students enrolled at the Schulich School of Business. In memory of Ginny Boelhower, awarded annually for an incoming female MBA student who demonstrates academic excellence (minimum 8.0 GPA), strong leadership abilities and extraordinary community involvement.
The Condo Store Leadership Award	The Condo Store Leadership Award will benefit incoming Master of Real Estate and Infrastructure (MREI) students or MBA students specializing in real estate and infrastructure at the Schulich School of Business. The award will recognize students who demonstrate exceptional leadership through the submission of a one-page essay that showcases and speaks to their leadership principles in the real estate and infrastucture sector, as well as demonstrate financial need. Value: $3000 For over two decades The Condo Store's (TCS) stellar reputation as the authority in real estate investments has made them the leading pre-construction investment firm in Canada. It is their mission to provide investors with a secure, lucrative, transparent option amid a world of opportunities. TCS provides knowledge-based investments in the highest yielding asset class, Toronto real estate, and has created thousands of millionaires. TCS is committed to giving back to the society and communities where it lives and works through philanthropic support of various Canadian organizations.
Robert Krembil Scholarship of Merit: Health Industry Management Program (HIMP)	The Robert Krembil Scholarship of Merit: Health Industry Management (HIMP) was created by Schulich alumnus, Robert Krembil, CM (MBA '71, Hon LLD '00) to recognize an incoming full-time student entering the MBA program specializing in HIMP who demonstrates one of or the highest academic standing (including incoming GPA, GMAT) of the incoming class, a minimum of two (2) years pre-MBA working experience, excellent communication skills, leadership ability and contributions with the community, and must attend York University Schulich School of Business at either the Keele campus or the downtown Miles S. Nadal Downtown Management Centre. The Scholarship is renewable in the 2nd year of the MBA program with achievement of GPA 7.0 (A-) or higher on the first 30 hours of course work. One (1) Robert Krembil Scholarship of Merit: HIMP –Renewable will be available, which represents a full program fee scholarship (based on domestic tuition) and a living subsidy of $5,000.
Robert Krembil Scholarship of Merit: Master of Health Industry Administration (MHIA)	The Robert Krembil Scholarship of Merit MHIA was created by Schulich alumnus, Robert Krembil, CM (MBA 71, Hon LLD 00) to recognize an incoming student enrolled in the new Master of Health Industry Administration (MHIA) program who has an undergraduate degree from a recognized post-secondary institution, in a non-business field of study, with a minimum A average in the last two full years (or equivalent) of academic work; excellent communication skills, leadership ability and contributions with the community; and must attend York University Schulich School of Business at either the Keele campus or the downtown Miles S. Nadal Downtown Management Centre.
Jonathan Weinstock Memorial Award in International Security	The Jonathan Weinstock Memorial Award in International Security will be awarded to first-year students enrolled in the Master's program in Political Science who demonstrate interest in topics related to International Security through either their program application, or by submitting an optional 500-word statement. To be eligible, students must demonstrate financial need. This award was created by Joelle Oiknine in the loving memory of her nephew, Jonathan Weinstock (MA, Political Science 2014), to support first year students in the Master's program in Political Science who demonstrate an interest in or topics related to International Security –the area of Jonathan's expertise.
Richard Teleky Short Fiction Prize	The Richard Teleky Short Fiction Prize will be awarded to an undergraduate or graduate student for a single, original, previously unpublished work of short fiction submitted as part of an annual competition. Jay Singer graduated with a bachelor's degree in English (Creative Writing) from York University in 1996. He also earned an MFA from New York University and an MBA from Fordham Gabelli School of Business. This creative writing prize recognizes Jay's belief in the power of a Liberal Arts education. It also honours Jay's former York professor Richard Telesky (ret.) who encouraged his pursuit of creative writing. Jay is the former President and CEO of Discount Car and Truck Rentals. His eight-year tenure as president of Discount included his leadership through the critical first few months of the COVID-19 pandemic and the quick return of the company to profitability.

AWARD NAME	AWARD DESCRIPTION
Science Summer Transition Program (SSTP) Award for International Students	The Science Summer Transition Program (SSTP) Award will be awarded to up to 10 international students who have completed at least two summer modules and enrolled in the undergraduate programs in the Faculty of Science, York University. The Dean's Office will select qualified students to receive the SSTP Award, based on demonstrated academic excellence and the number of summer modules successfully completed. $3,000 per student will be awarded toward their first year studies in the Faculty of Science, York University.
Faculty of Science International Student Entrance Scholarship with NOIC Academy	The Faculty of Science International Student Entrance Scholarship with NOIC Academcy will be awarded to NOIC Academy students entering undergraduate programs in the Faculty of Science at York University with an average of 85% or higher. NOIC ACADEMY (Formerly New Oriental International College) is full-time, private boarding secondary school, located in Toronto, Canada. It has offered the Ontario Secondary School Diploma (OSSD) since 2004. In March 2015, it was authorized by the International Baccalaureate Organization (IBO) to become an IB World School, offering the International Baccalaureate Diploma Programme (IBDP). NOIC ACADEMY is co-inspected by the Ontario Ministry of Education and IBO. Empowering students to achieve their academic potential, build self-confidence, and develop a global vision that embraces cultural differences and promotes cultural exchanges, NOIC ACADEMY is committed to educating a new generation of business and community leaders with global visions.
Tom Janes Award for Black Scholars	The Tom Janes Award for Black Scholars will be awarded to domestic Black students who are enrolled their first year in an undergraduate program in the Faculty of Liberal Arts & Professional Studies at York University. To be eligible, students must be in good academic standing and demonstrate financial need. The award will be renewable for up to two (2) additional years as long as recipients remain in good academic standing at the University. Lem and Karen Janes generously established this award in memory of Tom Janes, Lem's late brother, business partner and best friend.
Stella T. Corfield Award in Aging	The Stella T. Corfield Award in Aging will be awarded annually to an undergraduate student in the Faculty of Health who is the first person in their immediate family to pursue post-secondary education, and who has demonstrated an interest in the area of Aging in one of the following ways: 1. Completion of an Aging-related course in the Fall or Winter terms of an academic year and achieved a minimum course grade of B. Eligible courses include: PSYC 3490 3.0, PSYC 3495 3.0 or PSYC 3560 3.0. 2. Enrollment in the Certificate in Aging with a minimum sessional GPA of 6.0. Applicants must also demonstrate financial need and submit a 250-word statement detailing their interest in serving the aging population in Canada as part of their plans after graduation.
Dr. Peter Cribb Prize	The Dr. Peter Cribb Prize is given to a student entering their 4th year in a COSC or CSEC honours program at Lassonde School of Engineering who demonstrates exceptional promise through a combination of interests, leadership/community involvement, academic performance, and resilience through hardships and adversity.
Aleksandar Spasov Memorial Award	The Aleksandar Spasov Memorial Award was created to benefit first generation students enrolled in an undergraduate program within the Lassonde School of Engineering. To be eligible, students must be the first member of their family to pursue post-secondary education and must demonstrate leadership and community service at Lassonde or within the wider community which relates to the United Nations Sustainable Development Goals.
Women's Infrastructure Network (WIN) Scholarship	The Women's Infrastructure Network (WIN) Scholarship has been established by the Women's Infrastructure Network (WIN), on behalf of Anna Brighton (MBA '16), Toni Rossi and Vickie Turnbull (MBA '92) all of whom are past WIN awards winners. The scholarship will be awarded to a full-time female student enrolled in the Master of Real Estate and Infrastucture program who is in good academic standing and has taken at least one infrastructure course at the Schulich School of Business. The recipient must demonstrate high academic achievement (minimum gpa of A) and strong community leadership (either professional or volunteer). In addition to the monetary award, the recipient will also have the optional opportunity for one-on-one mentorship from Anna, Toni and/or Vickie. Value: $1,000 Women's Infrastructure Network is a dynamic forum, with memberships from across Canada, that is primarily designed for women in infrastructure to facailitate connections, expand networks, and exchnage ideas to help shape the infrastructure agenda.

AWARD NAME	AWARD DESCRIPTION
BrandCast Marketing Leadership Scholarship	The BrandCast Marketing Leadership Scholarship will be awarded to an incoming Masters of Marketing student who demonstrates leadership skills, innovative thinking, and academic excellence (minimum GPA of A). The recipients will have the optional opportunity to engage in coaching and mentorship sessions to help achieve their career goals. Value $1,000 Launched in April 2020, the BrandCast Community is an online resource started by two passionate marketers that offers an opportunity for professionals and students to learn about the world of marketing by featuring informative content - including articles, interviews, and webinars - and help anyone in the marketing community who finds themselves unemployed, looking for a career change, wanting to understand the various marketing fields, or learn how brands are navigating through the current state of affairs impacted by the COVID-19 pandemic.
BEST Technology Impact Prize	The Bergeron Entrepreneurs in Science & Technology (B.E.S.T) program supports the development of entrepreneurial mindsets and entrepreneurial opportunities through curricular and co-curricular experiential activities each year with the aim of helping students develop their aspirations, and encouraging them to take their projects further into implementation. In general, these activities are designed around students working in teams to use technology to solve important global problems. All of the events involve judging evaluation - using a rubric designed by the course and activity organizers. Typically, individual awards range from $100 - $250, and team awards from $100 - $1,000, announced in advance of the activity. The BEST Technology Impact Prize, available to Lassonde and York undergraduate and graduate students, considers the innovativeness, impact in addressing an important societal issue and the likelihood of the project being implemented.
York University Trails Youth Initiatives Bursary	In partnership with the Youth Trails Initiative, York University will provide bursary support to undergraduate students who participated in the Youth Trails Initiative. Recipients must be Canadian citizens, permanent residents or protected persons, be residents of Ontario, demonstrate financial need, and must maintain full time course enrolment (minimum 18 credits) with a minimum sessional gpa of 5.0 (C+). Bursary amount will be determined on a case by case basis and will consider level of financial need and available funding.
Robert Krembil Scholarship of Merit: Master of Management (MMGT)	The Robert Krembil Scholarship of Merit MMGT was created by Schulich alumnus, Robert Krembil, CM (MBA 71, Hon LLD 00) to recognize an incoming Master of Management (MMGT) student who demonstrate the highest academic standing among the incoming class, possess an undergraduate degree from a recognized post-secondary institution, in a non-business field of study, and has work experience (preferred, but not required) and excellent communication skills, leadership ability, and contributions within the community. One (1) scholarship will be awarded in Years 1, 3 & 4 of the grant; two (2) scholarships will be awarded in Years 2 & 5 of the grant for the academic terms 2021-2022, 2022-2023, 2023-2024, 2024-2025 & 2025-2026. Value: a full program fee scholarship (based on domestic tuition) and a living subsidy of $5,000.
GCSU Hardship Fund	The Glendon College Student Union (GCSU) is the governing body for student life at Glendon College, York University. The GCSU operates according to values of democracy, accountability, openness, diversity, equity and inclusion, and strives to advocate for Glendon students' rights at all levels of governance. The GCSU hardship Fund was established by the 2020/2021 President and Vice President Operations in conjunction with the General Council to support students in acute financial need. It was created in recognition that many students require financial support and guidance to complete their journey at Glendon. It is intended to reduce barriers to a free and accessible education for GCSU members.
Canaccord Genuity Diversity Award of Excellence	The Canaccord Genuity Diversity Award of Excellence was created to benefit BBA/iBBA and MBA students at the Schulich School of Business. Canaccord Genuity (CG) and all of its affiliates aim to create a workplace where diversity is encouraged and in which all employees have the opportunity to realize their potential for excellence. To create economic opportunities in the Black community and to encourage a more equitable future, CG has established a well-rounded awards program that will unlock the full potential of Black students pursuing a career in capital markets/wealth management. The Award will be given annually to one (1) third-year Black BBA/iBBA student and to one (1) incoming Black MBA student who demonstrate both academic excellence (minimum GPA of B+) and an interest in capital markets/wealth management. The recipients will demonstrate exemplary leadership and interpersonal skills, as well as strong experience in community-building. Unique to this awards program is the immediate investment of an optional continuous CG mentorship throughout the year and an opportunity to interview for a summer internship. Applicants to the Award will be required to submit a detailed resume highlighting their leadership/community experience and passion for capital markets/wealth management. The following individuals shall not be eligible for the Award: 1. Any director, officer or employee of Canaccord Genuity Corp. or its affiliates ("Canaccord Genuity Employee"); and 2. Any relative (spouse, sibling, child, parent, grandchild or grandparent) of a Canaccord Genuity Employee. Value: $10,000 per student.

AWARD NAME	AWARD DESCRIPTION
Law of Work Award	The Law of Work Award is sponsored by Professor David Doorey who graduated from Osgoode Hall Law School with an LLB in 1995 and a PhD in 2009. Mr. Doorey is a Professor of Work Law and Industrial Relations at York University and Director of Osgoode's professional LLM in Labour and Employment Law. The Law of Work Award is award annually to a JD student based on financial need and a demonstrated interest in practicing in the area of Labour and Employment Law.
The Gary Whitelaw Strength in Diversity Award	The Gary Whitelaw Strength in Diversity Award has been created to provide support to incoming Master of Real Estate and Infrastructure (MREI) students enrolled in the Schulich School of Business to aid their research and related scholarly and creative activities. To be eligible, students must identify as Black, Indigenous or female and have a minimum GPA of 6.0 or B+. They must also demonstrate financial need and submit a statement of interest demonstrating their leaderhsip potential. If there are no eligible candidates who are incoming MREI students, then MBA students specializing in Real Estate and Infrastructure will also be considered. Recipients of the award will also be short-listed for the opportunity to interview for a paid internship program following graduation through BGO's Built to Lead Program, and also be provided with the opportunity for an optional mentorship with a senior team member from BGO.
Schulich Undergraduate Leader Stipend	The Schulich Business Excellence Academy (conceived by four undergraduate students and hosted in July 2021) is a business education program for grades 10 and 11 Indigenous and Black high school students from the GTA who have an interest in the study of business. 100 high school students can participate and will be grouped with 20 Schulich undergraduate students (leaders) and 4 Schulich students (administrators) for the modular sessions. The session will focus on a module, and be carried out by a combination of guest speakers and activities led by Schulich students and faculty. The goal is to help participants build soft skills, gain business knowledge, be aware of the opportunities in business and become a more competitive application for post secondary education.
Schulich Undergraduate Administrator Stipend	The Schulich Business Excellence Academy (conceived by four undergraduate students and hosted in July 2021) is a business education program for grades 10 and 11 Indigenous and Black high school students from the GTA who have an interest in the study of business. 100 high school students can participate and will be grouped with 20 Schulich undergraduate students (leaders) and 4 Schulich students (administrators) for the modular sessions. The session will focus on a module, and be carried out by a combination of guest speakers and activities led by Schulich students and faculty. The goal is to help participants build soft skills, gain business knowledge, be aware of the opportunities in business and become a more competitive application for post secondary education.
Career Mentorship Award for Students with Disabilities	The Career Mentorship Award for Students with Disabilities will support students with a disability that have accessedd career mentorship opportunities or activities for career exploration and/or to support a successful career transition during their studies at York. To be eligible students must submit a list of career mentorship opportunities (and dates) they have accessed while at York, along with three (3) sentences or a short paragraph explaining the impact of students' career mentorship activities on their career trajectory. This award is given in recognition of the Career Development Mentorship program offered by Student Accessibility Services. Started in the late 1980's, volunteer career mentors provided meaningful career mentorship opportunities, encouragement and inspiration to students with disabilities. The program involved hundreds of mentors drawn from both the public and private sectors, including persons with disabilities and student participants who returned to mentor others after having achieved their career goals. The award recognizes the efforts of these mentors, the longstanding partnership and support of York's Career Education and Development Centre, as well as Jayne Greene-Black, counsellor/case manager/career specialist, who initiated and spearheaded the program for over 30 years.
Portable Intelligence Award in Supply Chain Management	The Portable Intelligence Award in Supply Chain Management honours the pursuit of excellence in supply chain studies. To our worthy recipients: "you have chosen a great career path - seize the moment, boldly go and make your mark." This award will be granted to an incoming student enrolled in the Master of Supply Chain Management program. To be eligible, applicants must demonstrate academic excellence (minimum GPA of B+) and financial need. They will also be required to submit a detailed cover letter and resume highlighting their interest and passion for the industry. Recipients may receive the optional opportunity to interview for a summer internship or a full time position with Portable Intelligence. Value: $2500

AWARD NAME	AWARD DESCRIPTION
KPM Power Bursary	The KPM Power Bursary will be awarded to students who identify as women in an undergraduate Electrical, Mechanical, Space, or Computer Engineering program who demonstrates financial need. To be eligible, applicants must submit a one page statement outlining their leadership and community service experience. Recipients will also be invited to apply for a 4 month co-op term with KPM Power after their second year, as well as receive the optional opportunity to be mentored by the donor throughout their studies. The award will be renewable in the recipient's second year, provided they remain in good academic standing and continue to demonstrate financial need.

In 2021-2022 only one additional award will be granted to a student who identifies as a woman, who is entering their second year in an undergraduate Electrical, Mechanical, Space or Computer Engineering program and demonstrates financial need. To be eligible, applicants must also have a minimum GPA of 6.0 and submit a one page statement outlining their leadership and community service experience. The recipient will also be invited to apply for a 4 month co-op term with KPM Power after their second year, as well as receive the optional opportunity to be mentored by the donor throughout their studies. |
The Gertrude Mianda Prize for Excellence in Essay Writing	The Gertrude Mianda Prize for Excellence in Essay Writing will be awarded annually to one undergraduate or graduate student at Glendon campus whose essay is judged by the Glendon Race Equity Caucus to be of excellent quality. The essay must be concerned with analysing and challenging race inequity. The award comes with a $500.00 honorarium.
Nicholas Corradino LGBTQ+ Changemaker Award	The Nicholas Corradino LGBTQ+ Changemaker Award will be given annually to a student in the BBA or iBBA program at the Schulich School of Business, York University. The recipient must demonstrate leadership skills, academic achievement (GPA 6.0), and commitment/involvement in the LGBTQ+ community or causes. Award applicants will be required to prepare a written statement to be considered for the Award. Value: $1,000 per year.
Igor Kim and Boris Gopka New Venture Design (NVD) Award	The Igor Kim and Boris Gopka New Venture Design (NVD) Award ('Award') is created to benefit EMBA students in the New Venture Design Course (NVD) at the Schulich School of Business. The Award will be given to the second-place winning team of EMBA students participating in the New Venture Design (NVD) course capstone competition. Value: $2,500 per year
Arts, Media, Performance and Design Student Leadership Award	The Dean's Student Leadership Award recognizes undergraduate AMPD students, who have demonstrated exceptional leadership, service and commitment to improving community and experience for students across AMPD and beyond.

Leadership in this context is not defined solely as holding elected or formal positions of authority or coordination. It may also include varied models of leadership, including advocacy within the Faculty and beyond; support of fellow students; leading by example; other examples as noted by nominators. Academic excellence and standing, artistic work and other notable achievements will be considered holistically within the process, but conventional standards of excellence are neither determining nor exclusionary considerations. |
| Frederick Homer Alphonso Davis (OHFA) Bursary | The Frederick Homer Alphonso Davis (OHFA) Bursary provides annual support for a self-identified Black JD student in financial need. It is named after Frederick H.A. Davis, who in 1900, was the first Black graduate of Osgoode Hall Law School and the third Black lawyer in Ontario. This bursary, along with the Osgoode Hall Faculty Association (OHFA) Bursary (2021), is funded by the OHFA bargaining unit portion of the Employment Insurance rebates granted to York University because our long-term disability plan duplicates some aspects of the government's Employment Insurance plan. |
| Osgoode Hall Faculty Association (OHFA) Bursary | The Osgoode Hall Faculty Association (OHFA) Bursary provides annual support for a JD student in financial need. This bursary, along with the Frederick Homer Alphonso Davis Bursary (2021), is funded by the OHFA bargaining unit portion of the Employment Insurance rebates granted to York University because our long-term disability plan duplicates some aspects of the government's Employment Insurance plan. |

AWARD NAME	AWARD DESCRIPTION
Stong College Student Government (SCSG) Heart of a Spartan Award	The Stong College Student Government (SCSG) Heart of a Spartan Award has been created to benefit undergraduate students affiliated with Stong College. Applicants must be affiliated with Stong for a minimum of one year by the time of submission, demonstrate financial need and maintain a minimum GPA of at least 6.0. Preference will be given to those who have participated and engaged in multiple SCSG events. If the applicant is a SCSG Council Member (Directors, Representatives, Webmaster, and Speaker) they must only list events attended that are not required by the SCSG Constitution/contract. Current members of the SCSG Executive and SCSG Chair Members are not eligible to apply for these awards and will not be part of the award selection process. The 2021 Stong College Student Government (SCSG) established the Heart of a Spartan award as one way to recognize the dedication of Stong Constituents who are not only present in, but also have had an impact on the SCSG community. Through this award we hope to encourage students to keep coming back, keep having fun, and keep growing within our community. Our goal is to foster the relationships of our constituents. The Heart of a Spartan award is just one of the many ways we aim to say thank you.
Carmen and Stanislaus Pinto Resilience Award	The Carmen and Stanislaus Pinto Resilience Award was created to benefit undergraduate business students at the Schulich School of Business who demonstrate financial need. The award will be granted to domestic students who demonstrate leadership through extracurricular activities and academic excellence (6.0 GPA). This award has been created in loving memory of Carmen and Stanislaus Pinto, to celebrate the importance of education, strength and resilience.
Frank H. Hori Charitable Foundation Bursary	The Frank H. Hori Charitable Foundation Bursary will be awarded to the most deserving male and female student-athlete with preference to those student-athletes who are actively engaged in the Japanese-Canadian community. Recipients must be incoming or continuing student-athletes who meet the Ontario University Athletics (OUA) criteria (80% or higher if entering university, or 5.5 SGPA in their previous year of study of a continuing student).
Benoît Lauzé Scholarship of Merit	The Benoît Lauzé Scholarship of Merit will be awarded to an incoming Masters student of Health Industry Administration at the Schulich School of Business. Recipients must demonstrate academic excellence (minimum A average) from previous studies, be a supportive team player and enjoy life-long learning. To be eligible, a statement of interest is required. Applicants must have a sense of achievement and a strong interest in the medical field. In memory of the late Benoît Lauzé (MBA '91), alumni and friends have established a special scholarship in Benoît's name. This scholarship will reflect the values most closely associated with Benoît, positivity and respect, as well as his drive to support people around him.
Dahdaleh Global Health Graduate Scholarship	The Dahdaleh Global Health Graduate Scholarship was created to attract exceptional incoming and continuing domestic and international graduate research students to the Dahdaleh Institute for Global Health Research. These scholarships will support graduate research and related scholarly and creative activities in line with the three themes of the Institute (planetary health, global health and humanitarianism, and global health foresighting). The scholarship will be granted annually to graduate students who demonstrate outstanding academic achievement in global health research. Based on the availability of funds and the excellence and needs of applicants, annual scholarships for individual students will range from $5,000 to $25,000 CAD. Scholarship recipients will: •be named "Dahdaleh Graduate Global Health Scholars" at the Dahdaleh Institute; •attend and participate in the Dahdaleh Institute's weekly global health graduate seminars; •present their work once in the Fall and once in the Winter term as part of the Dahdaleh Institute Current Global Health Research at the Dahdaleh Institute Seminar Series •receive occasional invitations to participate in workshops and special events at the Dahdaleh Institute; and •have access to the Dahdaleh Institute open workspace. The scholarships will be granted to new or returning students based on research excellence or promise of excellence, and applications will be evaluated using the student's past performance and potential in their graduate program.
Shane D'Souza "09 Prize	Mitchell Sanders 84 endowed this prize to recognize Shane DSouza as an outstanding litigator and a highly principled professional. It will be given to the student who stands first in the Advanced Commercial Litigation Workshop. Should this not be offered then another course or seminar in the area litigation or civil procedure will be substituted.

AWARD NAME	AWARD DESCRIPTION
Joyce Zemans Award of Achievement	Established by alumni, family and friends, the Joyce Zemans Award of Achievement pays tribute to Joyce's extraordinary career and impact and will be awarded to one or more MBA students (full or part-time) specializing in Arts, Media and Entertainment Management at the Schulich School of Business, York University. Recipients of the award will include continuing students who demonstrate leadership skills (or the potential for leadership), academic excellence in Arts, Media & Entertainment Management courses (minimum GPA of B average), and a deep passion and dedication to the arts, media and cultural industries.
The Goldberg Leadership Award of Excellence	Established by Schulich alumni Richard Goldberg (MBA '86) and Yvonne Goldberg (MBA '86), the Goldberg Leadership Award of Excellence will benefit entering MBA candidates to support research and related scholarly and creative activities. The award will be granted to students who demonstrate academic excellence (GPA of 6.0 or B+), outstanding leadership qualities, innovative thinking, community involvement, and financial need. Funding will cover the equivalent of full-time domestic tuition and a portion of living expenses. The award will be renewable in the recipient's second year, as long as the recipient maintains academic excellence (GPA of 6.0 or B+) in their first year of studies. The award will be adjudicated by the Student Services and International Relations department at the Schulich School of Business. Value: $40,000
JAZZ.FM91 Bursary in Jazz	The JAZZ.FM91 Bursary in Jazz will be given annually to an undergraduate student enrolled in the School of Arts, Media, Performance & Design who is majoring in music, with preference given to students who demonstrate talent in jazz performance. To be eligible, recipients must demonstrate financial need and must have completed a minimum of 24 credits at York University.
Christina and Diamantis Alexandris Bursary	Gina Alexandris 91, founder of Osgoode's Career Services Office, and Assistant Dean Student Services, between 2000 and 2009, created this bursary to honour her parents who immigrated from Greece to build a new life in Canada. Their journey was, at times, challenging but they were dedicated to their daughters and the education they needed to be successful. Hardworking and respectful to all, they believed strongly in paying it forward and helping others. This bursary is given to a JD student in financial need with preference given to a student who is first generation.
OsgoodePD International Entrance Award of Merit	This award will be given to selected international candidates for Osgoode Professional Development full-time Professional LLM programs for the Fall and Winter intake each year. Candidates must have at least 2 years' legal professional experience and demonstrate excellent academic potential.
OsgoodePD International Entrance Award of Excellence	This award will be given to selected international candidates for Osgoode Professional Development full-time Professional LLM programs for the Fall and Winter intake each year. Candidates must have at least 5 years' legal professional experience and demonstrate excellent academic potential.
Bob Lush Memorial Bursary	Robert George Lush QC graduated in 1964 from Osgoode Hall Law School. He was in private practice in Oakville from 1966 until his retirement in 2014. Bob was knowledgeable in many areas of law however, his passion was Criminal Law having practiced as both defense counsel as well as having served as Federal Crown. He was known to be an eloquent advocate. To his colleagues in the profession, he was considered to be a mentor on civility in the practice of law. He was highly regarded by his clients, colleagues, the judiciary, and the community he served.

This bursary will be given annually to a JD student who has an interest in practicing Criminal Law and demonstrates financial need. |
| Avie Bennett First Generation Award for Continuing Students | The Avie Bennett First Generation Award for Continuing Students will be awarded to first-generation, undergraduate students who received a non-renewable entrance scholarship or entrance award in 2020/21 and are now continuing into their second year of study at York University. To be eligible, students must demonstrate financial need. |
| Greg Malszecki Award for Community Engagement | The Greg Malszecki Award for Community Engagement was created to benefit a first-year undergraduate student enrolled in the School of Kinesiology & Health Science who has demonstrated leadership and proactive engagement in their community, whether at school or extracurricular, in a way that shows openness, kindness, vision, engagement and commitment to the public interest. To be eligible, applicants must demonstrate financial need and submit a one-page statement (250 words) detailing how they are putting their leadership and commitment to the public interest into action. Preference will be granted to students affiliated with Stong College and those from a town or rural community with a population of less than 100,000. |

AWARD NAME	AWARD DESCRIPTION
President's International Scholarship of Excellence	The President's International Scholarship of Excellence will be awarded to international high school applicants who are entering their first year of a four-year undergraduate degree program at York University and demonstrate academic excellence, commitment to volunteer work and extracurricular activities, and leadership skills. A minimum 80% (A) final admission average is required for consideration. Financial need may also be considered in the selection process. Recipients will represent a variety of regions around the world and will be referred to as "President's International Scholars". This scholarship will be renewable for an additional three years of full-time study or until degree completion (whichever comes first) provided the recipient completes a minimum of 24 credits each Fall/Winter session with a minimum sessional grade point average of 6.0. If recipient's immigration status changes at any time while studying at York and they are exempted from paying international fees for any reason, the value of this award will be adjusted to reflect domestic tuition fee values.
Tentanda Via Award	York University's motto, created in the 1950s, of "Tentanda Via: The Way Must Be Tried" represents the timeless notion of pursuit, perseverance, resilience, and innovation. Capturing the enduring spirit of York's motto, the Tentanda Via Award has been created to recognize undergraduate students who: (a) Have had to face significant personal barriers, and who despite these challenges, have persevered and demonstrated fortitude and resilience in overcoming these personal barriers in the pursuit of a university education; or (b) Are student leaders/changemakers who are pushing boundaries by demonstrating commitment to progressive and sustainable development initiatives by making a difference regarding compelling issues of our time (either connected to the United Nations' Sustainable Development Goals ("SDGs") or other complex issues).
York University Study Abroad Award	In support of York University's commitment to internationalization and advancing global engagement and global learning, York has created the York University Study Abroad Award which provides financial support to undergraduate students participating in approved for study abroad experiences.
Advancing Women Mentorship Program Award	Advancing Women is designed to support third and fourth-year undergraduate students as they prepare to transition into work environments. Student participants will be paired with women leaders from a variety of contexts. We will develop experiential learning opportunities related to the student's field of student or career focus. Student participants will receive a scholarship that both celebrates their potential and ensures they can focus on their studies.
Glendon Academic Excellence Scholarship	The Glendon Academic Excellence Scholarship is awarded annually to a third-year student at Glendon Campus with a minimum GPA of 8.5. Applications for the scholarship will open in the winter semester. To be eligible for this awards, the student must be in their third year of studies and have grades from the first semester of their third year (if available). The Glendon Academic Excellence Scholarship was created by a group of Glendon faculty members who were passionate about academic excellence at Glendon. They wish their gift to inspire students to pursue Masters and PhD level education as well as apply for prestigious academic awards such as the Rhodes Scholarship, the McCall MacBain Scholarship and others which recognize both high academic achievement as well as leadership and service to the community. In addition to the financial award, recipients will also receive support to pursue applications to these prestigious MA /PhD awards coordinated by the Glendon Research and Innovation Office.
Bourse FLS Glendon/Glendon FSL Award	The "Glendon FSL Award " will be awarded annually to undergraduate students entering their first year of study at Glendon and who are interested in a career in teaching French as a second language. Students will be selected on the following criteria: Must be applying to Glendon's BA/ BEd undergraduate program; first official language must not be French. Special consideration will be given to students from under-represented populations or students majoring in French Studies.
The Margot Franssen Student Bursary for Single Parents	The Margot Franssen Student Bursary for Single Parents will be awarded to single parents entering their second or third year of undergraduate study. Recipients will demonstrate the academic merit necessary to achieve continued success and must demonstrate financial need. Recipients may be enrolled in part-time or full-time studies. Recipients of this bursary will be asked to submit an "Impact Statement" that speaks to how this financial support has assisted them in meeting their academic goals.
Oussama J. Marrow Memorial Award in Politics	The Oussama J. Marrow Memorial Award in Politics will be awarded annually to a first-year student enrolled in the Department of Politics. Recipients must maintain a minimum GPA of 6.0 (B) and demonstrate financial need. This award was established by Mr. Hisham Marrow in loving memory of his late brother Oussama J. Marrow who was a graduate of York University's Department of Politics.

AWARD NAME	AWARD DESCRIPTION
Adrian Hill LSM Aboriginal/Indigenous Law Bursary	Dr. Adrian Hill, JD, LSM, who graduated from Osgoode in 1974, was a trial lawyer for thirty years before teaching and writing manuals on addictions, mental illness and work life balance. He is an author and the editor of Canada's National Suicide Prevention Strategy. Adrian worked on Suicide prevention and bereavement support with Native persons and groups across Canada, particularly in Iqaluit and in Yellowknife, gaining a profound empathy and sadness. Adrian was named an Elder of the Yellowknife Dene, an honorary title. This bursary is given to a JD student in financial need who has a deep interest in Aboriginal/Indigenous Law, with preference given to a student who identifies as Indigenous.
Markham Subaru Award for Women in Business	The Markham Subaru Award for Women in Business was created in honour of Carmen and Frank Vigliatore. Carmen and Frank immigrated from poverty-stricken southern Italy as young men in the 1960's. After many years, they managed to save $500 each and used that money to begin their first business in Scarborough, Carmen and Frank's Garage. Over time, they expanded to grow their family business to include (at various points in time) five dealerships, a car wash, a tire shop and a body shop. The children of Carmen and Frank remain active in the business and are passionate about supporting fledgling entrepreneurs like their fathers once were. This award is intended to recognize and support potential future business students who demonstrate strong leadership skills within their local community. The award will be given annually to a female Markham campus student enrolled in the Entrepreneurship stream of the Bachelor of Commerce Program , School of Administrative Studies, LAPS. To be eligible, recipients must be in good academic standing and demonstrate leadership in addition to community service. Recipients may receive this award only once.
Indigenous and Black Engineering and Technology (IBET) Momentum Fellowship	The Indigenous and Black Engineering and Technology (IBET) Momentum Fellowship is available to one full-time PhD student in the Lassonde School of Engineering. Students will receive $25,000 per year for 4 years/12 terms as well as a guaranteed $5,000 per year from the supervisor in the form of a Research Assistantship (RA) for a maximum of 4 years/12 terms. Applicants must be Canadian Citizens or Permanent Residents of Canada and self-identify as Indigenous* or Black** *For the purposes of this Fellowship, an Indigenous person is a person who self-identifies as First Nations (Status/Non-Status), Métis, or Inuit as defined in the Canadian Constitution Act 1982. ** For the purposes of this Fellowship, a black person is a person who is of African-Canadian, Caribbean-Canadian or Afro-Caribbean heritage
Sarah Akhtar Memorial Undergraduate Award in International Development Studies	Sarah Akhtar (MA, Development Studies 2012), a PhD student at York University, was a beloved Teaching Assistant for SOSC 1430 - Introduction to International Development Studies who made enormous contributions towards introducing first-year students to the field of development studies and helped educate an entire generation of students in the program. The Sarah Akhtar Memorial Undergraduate Award in International Development Studies was created by family to continue legacy by honoring the student who has achieved the highest numeric grade in SOSC 1430 in an academic year. To be eligible, applicants must be enrolled full-time (registered in a minimum of 18 credits), have completed SOSC 1430 - Introduction to International Development Studies and demonstrates financial need. Should two or more students achieve the highest grade then the award will be granted to the student who demonstrates the highest financial need.
Nixon T. Berry Access Award - University 101	This award supports students enrolled in the University 101 course in the Faculty of Liberal Arts & Professional Studies (LA&PS) at York University. The Nixon T. Berry York University Access Awards honour the memory of Nixon Telford Berry QC, who along with others had a vision in the 1950's to create a second university in Toronto, a vision which was fulfilled when York University was founded. The Nixon Berry Awards support York's long-standing commitment to university access.
Nixon T Berry Access Award - Sanctuary Scholars	This award supports students designated as Sanctuary Scholars at York University, and enrolled in a program in the Faculty of Liberal Arts & Professional Studies. The Nixon T. Berry York University Access Awards honour the memory of Nixon Telford Berry QC, who along with others had a vision in the 1950's to create a second university in Toronto, a vision which was fulfilled when York University was founded. The Nixon Berry Awards support York's long-standing commitment to university access.
Gaia Power's Peter Ruby '94 00 (LLM) Dispute Resolution Award at Osgoode	Gaia Power Inc. founder Samit Sharma has endowed this award in honour and appreciation of its litigation and arbitration counsel Peter Ruby, which recognizes this outstanding Osgoode alum for his advocacy and professionalism in dispute resolution. It is to be given annually to a student in the JD program who demonstrates financial need and a passion in mooting and/or advocacy.

AWARD NAME	AWARD DESCRIPTION
Sonya Sutton Award in Nursing	The Sonya Sutton Award in Nursing was created to benefit Black undergraduate students enrolled in the School of Nursing. Recipients must have a minimum GPA of 6.0 and demonstrate financial need. The Sonya Sutton Award in Nursing was established by friends and family to honour her memory and her career as an emergency room nurse and nurse educator both of which she was so passionate about. Sonya was a kind and generous friend, sister, cousin and colleague and she had a special relationship with her mother whom she loved dearly. She was actively involved in her church and in the Vincentian community and was always there for others in their time of need. She had an infectious laugh and the singing voice of an angel and always endeavoured to live her life to the fullest. It is hoped that this award will serve as an inspiration for a deserving student as they pursue their nursing dream.
Academic Excellence Fund	The Academic Excellence Fund (AEF) program supports graduate students in advancing their research and scholarly objectives.
Erivan K. Haub Sustainable Leader Award	The Erivan K. Haub Sustainable Leader Award will be awarded annually to a full-time second year MBA student at the Schulich School of Business. Preference will be given to students pursuing a specialization in Business and Sustainability through the Centre for Excellence in Responsible Business (COERB) program. Recipients must demonstrate academic excellence (A), a strong background in sustainability or social entreprenuership and a commitment to solve sustainability challenges facing the world. Applicants must provide a statement of interest to demonstrate how they meet the criteria.
Jody Forno Memorial Bursary	The Jody Forno Memorial Bursary will be awarded to an incoming or continuing student-athlete who meets the Ontario University Athletics (OUA) criteria (80% or higher entering university, or a 5.5 SGPA in their previous year of study if they are a continuing student). This bursary was established in memory of York University Men's Soccer alumnus, Jody Forno. This award will be granted to a Men's Varsity Soccer student-athlete who best exemplifies the characteristics that defined Jody Forno; selfless, passionate and tenacious. His legacy lives on through his son, family, former players and the York Lions soccer program.
Roberto Perin Graduate History Award for Field Research on Human Mobility and Diversity	The Roberto Perin Graduate History Award for Field Research on Human Mobility and Diversity supports doctoral students working on projects on human mobility (migration, emigration, immigration, identity, community building) and racial, ethnic or religious diversity. This award is intended to facilitate research essential to the completion of doctoral theses of a historical nature by covering expenses such as travel, subsistence, copying, the purchase of books, documents, data bases, software, and other related research expenditure at archives, libraries, research centres and repositories in Canada and abroad. Conference travel is explicitly excluded as an allowable expense. To be eligible, applicants must be enrolled in the PhD program in History and be beyond the comprehensive examination stage of their studies. They must also demonstrate financial need. Preference will be granted to those registered as full-time students at the time that they apply for the award, however part-time doctoral students may be considered if funds are available. Recipients may receive the Award a maximum of two (2) times and may also hold the Award in conjunction with other awards. Professor Roberto Perin is an eminent, respected and admired scholar and mentor. He obtained his doctorate in history from the University of Ottawa and has taught at the Universities of Edinburgh and York and was director of the Canadian Academic Centre in Italy (Rome). A specialist of immigration, he was vice-president of the Italian committee of the Community Historical Recognition Programme, established by the federal government, and historical consultant for the exhibitions at the Canadian Museum of Immigration at Pier 21. An expert as well in Canadian religious history, he has often been a commentator for Radio Canada on questions involving immigration, cultural and
Marcia H. Rioux Award in Critical Disability Studies, Human Rights and Social Justice	The Marcia H. Rioux Award in Critical Disability Studies, Human Rights and Social Justice will be awarded annually to a doctoral student in Critical Disability Studies for excellence in the areas of critical disability studies, human rights and social justice. Applicants must be registered as a full-time doctoral student and have completed at least one year of study, demonstrate financial need and have strong academic standing (minimum A average). Preference will be given to applicants who have not previously received support from this award and who demonstrate an international perspective and experience. This annual award was created by the Critical Disability Studies Program at York University to honour one of our founding members (and emeritus Professor) Marcia Rioux. Professor Rioux is a legal scholar who has helped to transform the field of disability studies through her extensive international community-based work on employment and disability rights monitoring. Professor Rioux brought her community and legal expertise to the establishment in 2003 of the Critical Disability Studies (CDS) Program in the School of Health Policy and Management at York University. CDS is one of only two standalone graduate programs of its kind in Canada and since 2007, the only one to have a PhD program. She also was the founding Chair of the School of Health Policy and Management. Professor Rioux is a distinguished Research Professor Scholar and was made a member of the Order of Canada in 2014.

AWARD NAME	AWARD DESCRIPTION
Varpu Lindstrom Graduate Award	The Varpu Lindstrom Graduate Award will be granted to students in the Graduate Program in History or the Graduate Program in Gender, Feminist and Women's Studies, to graduate students who engage in research in the history of women, or immigration history.
LA&PS Graduate Entrance Award for Black and Indigenous Students	The Faculty of Liberal Arts and Professional Studies (LA&PS) wishes to recognize the historic under-representation of Black and Indigenous students in LA&PS graduate programs by creating a new entrance award of $5000 per student. We particularly wish to encourage applications to study in programs that have not traditionally seen participation from Black or Indigenous students. A limited number of these awards will be available on a first-come basis for both MA and PhD students beginning in Fall 2022.
York University Graduate Studies - Graduate Student Reseach Assistant Stipend	A Graduate Student Research Assistant Stipend provides financial support to full-time, registered active, graduate students while they are working on their research thesis and/or gaining research and academic experience that furthers their education and training as they pursue a graduate degree. Research and/or academic activities undertaken must be directly related to the student's own academic pursuits, and activities may include all those necessary to learn to become an independent researcher.
School of Arts, Media, Performance & Design Student Resource Fund	The School of Arts, Media, Performance & Design Student Resource Fund was created to help students who are in financial need and/or affected by the COVID-19 pandemic with resources needs as they arise. Resources can include, but are not limited to, equipment, software, special project costs, etc.
Krishna Sharma Nursing Scholars Award	The Krishna Sharma Nursing Scholars Award honours the legacy of Krishna Sharma. As a lifelong learner and community builder, she valued the essential care that nurses provide to seniors. These awards are issued annually to celebrate the accomplishments of nursing students with a vocational interest in caring for the elderly. The Krishna Sharma Nursing Scholars Award will be awarded annually to nursing students who demonstrate financial need and who have demonstrated their interest in aging in at least one of the following ways: 1. Completion of a nursing course focusing on health and welless amongst the elderly or gerontology with a minimum grade of "B". 2. Successful completion of a practicum placement in a long-term care home, hospice, seniors focused agency, or hospital setting serving seniors. 3. Paid employment or volunteer service with a long-term care home, hospice, seniors focused agency, or hospital setting serving seniors.
Journeyman Football Bursary	The Journeyman Football Bursary was created to provide greater opportunity for those young men that did not travel an easy or direct path to the Lions football program. Many of York's football program student-athletes have and/or will endure significant challenges and barriers in their lives prior to arriving on campus. This award was founded by York Football alumni that walked a similar challenging path and credit their opportunity to play for this program as a defining milestone that led them to the success they are blessed with today. Recipients of this bursary must meet the Ontario University Athletics (OUA) criteria (80% or higher if entering university, or 5.5 SGPA in their previous year of study if they are a continuing student).
Ontario Professional Engineers Foundation for Education Gold Medal	The Ontario Professional Engineers Foundation for Education Gold Medal will be awarded to the graduating Engineering student from the Lassonde School of Engineering who has achieved the high academic standing in the graduating class. The recipient will be presented with the medal at their convocation ceremony.
The Founders Recognition Scholarship for Undergraduate Anthropology Students	The Founders Recognition Scholarship for Undergraduate Anthropology Students will be awarded to upper-level students enrolled in an undergraduate program within the Department of Anthropology who self identify as Black and/or Indigenous, and who have a minimum GPA of 7.5.
SRPAA Leadership Award for Black Communities	The SRPAA Leadership Award for Black Communities will be given annually to an incoming Black domestic BBA/iBBA student who has demonstrated (within their supplementary application) leadership characteristics, resilience and community involvement. Preference will be granted to students demonstrating the greatest financial need. The award is valued at $7,500 each and is renewable for up to three (3) additional years provided the student remains in good academic standing. The maximum amount per student is $30,000. The recipient will also have optional access to mentoring and guidance from the Brookfield Centre and its alumni community, and those with an interest in pursuing a real estate career will have the opportunity to receive assistance in securing an internship after their third year.

AWARD NAME	AWARD DESCRIPTION
SRPAA Leadership Award for Indigenous Communities	The SRPAA Leadership Award for Indigenous Communities will be given annually to an incoming Black domestic BBA/iBBA student who has demonstrated (within their supplementary application) leadership characteristics, resilience and community involvement. Preference will be granted to students demonstrating the greatest financial need. The award is valued at $7,500 each and is renewable for up to three (3) additional years provided the student remains in good academic standing. The maximum amount per student is $30,000. The recipient will also have optional access to mentoring and guidance from the Brookfield Centre and its alumni community, and those with an interest in pursuing a real estate career will have the opportunity to receive assistance in securing an internship after their third year.
The Mary-Jo Nadeau Activist Scholar Award (The M.J.) for Doctoral Students in Sociology	The M.J. Activist Scholar Award (The M.J.) was established by family, friends, and colleagues of Dr. Mary-Jo Nadeau, a graduate ('05) of York University's Graduate Program in Sociology. Her anti-racist feminist research and activism focused on white supremacy in the Canadian women's movement, labour rights, anti-poverty campaigns, and Palestinian solidarity. This award is for a PhD student in Sociology whose work demonstrates a commitment to anti-racism, feminist inquiry, and is in solidarity with local and global struggles for social justice.
Tentanda Via Award - International	York University's motto, created in the 1950s, of "Tentanda Via: The Way Must Be Tried" represents the timeless notion of pursuit, perseverance, resilience, and innovation. Capturing the enduring spirit of York's motto, the Tentanda Via Award has been created to recognize undergraduate applicants who: (a) Have had to face significant personal barriers, and who despite these challenges, have persevered and demonstrated fortitude and resilience in overcoming these personal barriers in the pursuit of a university education; or (b) Are student leaders/changemakers who are pushing boundaries by demonstrating commitment to progressive and sustainable development initiatives by making a difference regarding compelling issues of our time (either connected to the United Nations' Sustainable Development Goals ("SDGs") or other complex issues).

Endowments	The award is funded by investment income from a principal amount permanently established at the University. The interest rate is set annually by York University; the interest earned on endowments can change from year to year. The annual interest transfer amounts are typically confirmed after June of each year. Funds donated for an endowed award must sit for one full fiscal year (May 1st to April 31st) to accrue interest. Interest generally becomes available for disbursement the following May. For example, interest from donated funds that are received in September 2015 would not be made available for disbursement until after May 1, 2017. In some instances, the donor may choose to provide expendable funding to allow for the award to be granted prior to the release of the first interest payment. If a donor pays his/her donation in installments, the Division of Advancement will hold the pledge payments in an expendable account until the minimum amount of $25,000 is reached at which time the funds are endowed.
Annual Payments	The award is funded by the donor via a yearly gift equal to the value of the award. Most annual donors provide their yearly amounts ahead of the award being disbursed. There are some instances where the award is granted before the funding is received. In most cases, pledge reminders for annual donations are sent out by Advancement Services, Division of Advancement.
Term Awards	The award is funded for a specified number of years and the donor pledges to provide funds for the value of the award for this specified time. Funding for termed awards could be donated in one lump sum or could be provided on an annual basis.
One-Time-Only	A donation is received to fund an award once.
Government	Funding is provided by the Federal or Provincial government.
Operating	The award is funded by a York University operating account.
Transcript Notation	Award bears no monetary value but is recorded on the recipient's transcript.
External	The award is funded by an external funding agency (i.e., AUCC, Rhodes Scholarship, NSERC). There are two models for external awards: A. York University selects the recipient, and notifies the external funding agency, which in turn disburses the funds directly to the recipient. B. Students apply directly to the external funding agency, which selects the recipient. Type B external awards are not typically posted to student accounts and are not listed as an official University award. Exceptions include the *Queen Elizabeth II Aiming for the Top Scholarship* and prestigious scholarships such as the *Rhodes Scholarship.*

The Senate of York University – Minutes

Meeting: Thursday 26 May 2022, 3:00 pm
Via Zoom

M. Roy (Chair)	S. Gajic-Bruyea	R. Lenton	R. Savage
P. Puri (Vice-Chair)	D. Gelb	S. Liaskos	P. Singh
P. Robichaud (Secretary)	J. Goodyer	T. Loebel	L. Sloniowski
J. Allen	S. Grace	W. Maas	B. Spotton Visano
A. Amirfazi	C. Graham	A. Macpherson	C. Steele
L. Appel	J. Grant	D. Matten	K. Tasa
G. Audette	D. Gruspier	C. McAulay	A. M. Tarc
P. Aulakh	M. Hamadeh	A. McKenzie	T. Theophanidis
T. Baumgartner	E. Hessels	J.J McMurty	M. Thomas
S. Bay Cheng	R. Hornsey	B. Meisner	K. Thomson
A. Belastro	M.D. Hosale	M. Morrow	P. Timmerman
D. Berbecel	A. Hovorka	K. Murray	R. Tsushima
K. Bird	B. Hu	S. Murtha	I. Uwanyiligira
M. Bloom	U. Idemudia	R. Nandan	C. van Daalen Smith
M. Bunch	I. Jamaa	P. Nguyen	G. Vanstone
D. Cabianca	M. Karakul	A. Norwood	A. Viens
N. Canefe	S. Karimi	R. Ophir	R. Wang
T. Choi	A. Kimakova	K. Ozowe	S. Watson
E. Clements	J. Kirchner	D. Palermo	N. Waweru
J. Conder	T. Knight	P.Park	R. Wildes
M. Condon	P. Kohler	V. Pavri	M. Winfield
S. Cote-Meek	L. Korrick	P. Phillips	S. Winton
C. Da Silva	K. Krasny	W. Pietro	P.Wood
M. Dodman	A. Kusi	M. Poon	R. Zacharias
M. Elghobashy	P. Lakin-Thomas	A. Premji	G. Zhu
S. Embelton	M. Lambert-Drache	A. Pyée	D. Zwick
J. Etcheverry	G. Langlois	P. Rahimpoor-Marnani	
D. Fernandez	H. Larochelle	S. Rehaag	
M. Fiola	M F. Latchford	A. Rizwan	
L. Fromowitz	J. Lazenby	S. Rosenbaum	
	N. Lemish	V. Saridakis	

1. Chair's Remarks

The Chair, Professor Mario Roy of Glendon College, welcomed Senators to the meeting and expressed appreciation and thanks to Assistant University Secretary Hillary Barron who is departing to take up a position at another university.

In the absence of President Rhonda Lenton, the Chair highlighted the monthly "Kudos" report on the achievements of members of the York community, which can be accessed with other documentation for the meeting.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were none.

Committee Reports

4. Executive Committee

a. The Rules of Senate: Revisions (Notice of Motion)

The Executive Committee provided Notice of Statutory Motion for revisions to the Rules of Senate and engaged Senators in a preliminary discussion about the proposed changes. In introducing the discussion, the Vice-Chair, Professor Poonam Puri of Osgoode Hall Law School, highlighted the three groupings of proposed revisions: 1) to various sections within the body of the Rules to enhance clarity, 2) to the membership of Senate to add the new position of Deputy Provost, Markham Campus; and 3) to the Senate Nominations Rules and Procedures to further integrate equity considerations into the nominations process.

Themes that surfaced in the discussion included:

*   suggestions to remove or modify the proposed new language regarding Hortative motions, with several Senators pointing out their potential as an avenue to begin to influence change which should not be precluded by the Rules and the Hortative motion approved by Senate earlier this year which saw action being taken in response

*   requests for a fuller rationale for the addition of the Deputy Provost of Markham Campus as a voting member on Senate and concerns about the number of voting administrators, with the suggestion surfaced to return the relative weight of faculty and student Senators to historical norms and comparable approaches at other Ontario universities

- observations about the remaining barriers to Senate committee membership or its elected positions despite the revisions and encouragement to adopt more proactive, inclusive wording to increase the pool of candidates and access to the Senate positions

- clarification about the appropriateness of the term "equity-deserving" groups in the Rules

Senators' input was gratefully received and will inform the finalization of the revisions to the Rules, planned to come before Senate at the June meeting.

b. Nominees for Election to Senate Committees and Senate-elected Positions

The Vice-Chair reported that no further nominations had been received subsequent to the call for nominations from 22 April to 6 May and presented Senators with the slate of nominees, confirming that all the candidates nominated have met the eligibility requirements for the committee or position. It was moved, seconded and *carried* **"that nominations be closed."** As result of the vote, a number of individuals were acclaimed to positions on Senate committees for three-year terms beginning 1 July 2022 and ending 30 June 2025 and to the position of Senator on the Board of Governors for a two-year term from 1 July 2022 to 30 June 2024

c. Information items

The Executive Committee's information items included the following:

- its efforts to continue to fill remaining vacancies on Senate committees, with a call to Senators to consider participating on committees or assist in the identification of prospective candidates
- its review of the input provided by Senators at the April meeting on key considerations for declaring an end to the pandemic-caused disruption to academic activities, with plans to convey more information in a communication in early June
- its review and endorsement of minor changes to the rules and procedures for the Faculty Council of Osgoode Hall Law School, and review of draft revisions to the rules and procedures of the Faculty of Graduate Studies' Faculty Council
- encouragement for Senators to complete the annual survey of Senators and Senate committee members, to be launched shortly

5. **Academic Standards, Curriculum and Pedagogy Committee**

   a. Establishment of BSc in Financial Technologies, School of Information Technology, Faculty of Liberal Arts & Professional Studies, Markham Campus

   It was moved and seconded **"that Senate approve the establishment of a BSc (Honours) program in Financial Technologies, housed in the School of Information Technology, Faculty of Liberal Arts & Professional Studies, and located at Markham Campus, effective FW2024-2025."**

   At the invitation of the Chair, Senators John Justin McMurtry, Dean of the Faculty of Liberal Arts & Professional Studies, and Jane Goodyer, Dean of the Lassonde School of Engineering, updated Senators on the collegial discussions underway between the Faculties on the teaching arrangements to deliver the Computer Science courses required for the program.

   As a result of a vote, the motion was *carried*.

   b. Authorization to house a BSc degree type in the Faculty of Liberal Arts & Professional Studies

   It was moved, seconded and *carried* **"that Senate authorize the housing of a BSc degree type in the Faculty of Liberal Arts & Professional Studies effective FW2024-2025, contingent upon approval of the establishment of the BSc (Honours) program in Financial Technologies."**

   c. Establishment of BSc (Honours) and BA (Honours) programs in Data Science, Department of Mathematics and Statistics, Faculty of Science

   It was moved, seconded and *carried* **"that Senate approve the establishment of BSc (Honours) and BA (Honours) programs in Data Science, housed within the Department of Mathematics and Statistics, Faculty of Science, effective FW2023-2024."**

   d. Addition of Type 1 and 2 Options for the Graduate Diploma in Management, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, Markham Campus

   It was moved, seconded and *carried* **"that Senate approve the addition of Type 1 and 2 options for the Graduate Diploma in Management, housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, and located at Markham Campus, effective FW2023-2024."**

e. Revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations

It was moved, seconded and *carried* **"that Senate approve revisions to the *Senate Policy on Sessional Dates and the Scheduling of Examinations*, as set out in ASCP Appendix E, effective FW2022-2023."**

f. Information Items

ASCP reported on its approval of the following minor changes.

Glendon (effective FW2022-2023)
Degree requirements for the Specialized Honours BA and iBA programs in International Studies
Degree requirements for the Specialized Honours BA, Honours BA and iBA in Political Science
Admission requirements for the Master's in Public and International Affairs

Schulich (effective FW2023-2024)
Admission requirements for the Master of Accounting and Diploma in Accounting programs

ASCP also reported on its receipt of the following minor corrections to degree requirements for previously approved program modifications, effective FW2022-2023.

Environmental and Urban Change
Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management

Glendon
BA programs in Political Science and History

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

a. Spring Report of the Provost / Vice-President Finance & Administration: 2022 Budget Context for Academic Planning

Documentation on the spring report on the budget context for academic planning for the years 2022-2023 to 2024-2025 had been made available to Senators prior to the meeting. Provost & Vice-President Academic Lisa Philipps and Vice-President Finance & Administration Carol McAulay delivered a presentation on the report in which they addressed major considerations in the development of the Multi-Year Budget Plan,

including the positive results in 2021-2022 and carry forwards in the Faculties and Divisions despite the pressures on funding from government grants and tuition, and enrolment projections for 2022-2023. Aided by the strong carry forward and informed by feedback conveyed during the 2021-2022 budget consultations, investments are being made to advance the University Academic Plan priorities and the UN Sustainable Development Goals, with examples including increased mental health supports, continued efforts to address the deferred maintenance backlog, and support of the Equity, Diversity and Inclusion Strategy, and Anti-Black Racism and Indigenous Frameworks.

b. Information ttems

APPRC also reported on the following items:

- its receipt of the spring report on the budget context for academic planning from the Provost and AVP Finance and encouragement to enhance the alignment of expenditures and space needs to support the expansion of research and curriculum initiatives
- its monitoring of progress on University Academic Plan 2020-2025 priorities, with discussions with Deans launched this spring about Faculties' activities in support of the UN Sustainable Development Goals and more to be held over the fall
- its receipt of an update on the timing to launch programming at Markham Campus in view of the delayed opening of the campus
- its preliminiary discussion about the strategic repositioning of Glendon
- its ongoing conversations about exploring possible alignment with the Vaughan Healthcare Precinct and the creation of a School of Medicine

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

   a. Information items

   APPRC and ASCP jointly conveyed the 2020-2021 annual report on Non-Degree Studies and two reports from the Joint Sub-Committee on Quality Assurance.

8. **Other Business**

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

Consent Agenda Items

9. Minutes of the Meeting of 28 April, 2022

The Minutes of the meeting of 28 April 2022 were *approved by consent*.

10. Revisions to the Senate Policy on Honorific Professorships

Revisions to the Policy section of the *Senate Policy on Honorific Professorships*, as set out in Awards Appendix A, effective 1 July 2022, were *approved by consent*.

Mario Roy, Chair   _____

Pascal Robichaud, Secretary   _____