

York University Senate

Notice of Meeting

Thursday, 27 October 2022, 3:00pm-5:00pm

Via videoconference

AGENDA

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|-------|---|---|
| 15min | 1. Chair's Remarks (M. Roy) | |
| | 2. Business Arising from the Minutes | |
| | 3. Inquiries and Communications | |
| | a. Report of the Academic Colleague to the Council of Ontario Universities (W. van Wijngaarden) | 1 |
| | 4. President's Items (R. Lenton) | |
| 20min | a. Sustainability Strategy: Towards a new Framework | |
| | b. Preliminary 2022-2023 enrolments | |
| | c. Post-secondary education: external developments | |
| | d. Kudos Report..... | 3 |

Committee Reports

- | | | |
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| | 5. Executive Committee (P. Puri) | 10 |
| 10min | a. Election of Members of Non-Designated Senate Committees (For approval) | |
| | Note: Senate Executive may recommend other candidates prior to the meeting. In accordance with Senate Rules, any additional nominations must be communicated to the Chair and Secretary prior to the start of the meeting to confirm eligibility and agreement to stand. | |
| 10min | 6. Academic Policy, Planning and Research (M. Moir) | 30 |
| | 7. Academic Standards, Curriculum and Pedagogy (M. Bunch) | 33 |
| 40min | a. Establishment of a Type 2 and 3 Diploma in Global Metals and Minerals Management, Schulich School of Business (Appendix A, Page 44) | |
| | b. Establishment of a Certificate in Educational Development, Faculty of Education (Appendix B, Page 92) | |

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- c. Establishment of a Disciplinary Certificate in Counselling and Mental Health (Appendix C, Page 111)
- d. Establishment of a Field in Sustainability within PhD program in Administration, Schulich School of Business (Appendix D, Page 130)
- e. Facilitated Discussion: Academic Conduct Policy

8. Other Business

Consent Agenda

- 9. Minutes of the Meeting of 22 September 2022147
- 10. Senators on the Board of Governors re: October 2022 Meeting of the Board (J. Etcheverry, M. Budworth, for information)153

P. Robichaud, Secretary

Council of Ontario Universities Academic Colleagues' Report: August 2022

Evening meeting, Tuesday, August 16, 2022, 6:00 – 8:30 pm

A conversation with Lynn Lavallée, Ph.D. Strategic Lead, Indigenous Resurgence, Faculty of Social Work; Professor, School of Social Work, Toronto Metropolitan University

Topic: *Indigenizing research? Perpetuating harms and creating opportunities for tokenism.*

Dr. Lavallée shared her experiences advancing Indigenous peoples and knowledges in the community and academy. A focal point of her conversation was the reluctance for people to engage with their Indigenous backgrounds out of concern for being connected to individuals who have falsely claimed Indigenous ancestry.

Further, Dr. Lavallée shared some of the difficulties with trying to pass on Indigenous knowledges through a western academic model.

In the post-presentation discussion, Colleagues shared their own observations regarding the complexities of verifying Indigenous identities within institutions. Colleagues also shared their experiences trying to promote the role Indigenous education on campuses.

Colleagues meeting, Wednesday, August 17, 2022, 9:00 am – 12:30 pm

Introduction to COU

An overview of COU's purpose and committee structure was presented to the Colleagues by Alexander Burnett, Senior Lead, Member Relations and Governance. The presentation provided COU an opportunity to discuss the intention of migrating support for the Colleagues from the Policy and Strategy division to the Office of the President and CEO to improve alignment with university Executive Heads (their counterparts on the Council).

Information sharing

During the information sharing, Colleagues discussed the public health measures their respective institutions were implementing for the fall term. Colleagues also shared their experiences and expectations for teaching and thoughts on the student experience.

COU Update

The Colleagues received an update on COU activities from COU's President and CEO, Steve Orsini.

Steve's update provided information on the sector's COVID-19 planning for the fall, working to build the case for the sector's financial sustainability and efforts to promote institutional autonomy and good governance.

Steve also shared recent advocacy activities, including COU's participation at the annual conference hosted by the Association of Municipalities for Ontario that showcased the role of university and municipality partnerships to combat climate change.

During the Q&A, Colleagues shared their perspectives on their institution's plans for creating safe learning environments in the fall.

Additional COU policy updates were provided in the meeting materials which included more detail regarding COU's advocacy activities, updates on working groups regarding international education and sexual and gender-based violence, COU's COVID Advisory Group, and nursing enrolment expansion. The previously circulated policy update is attached for your reference.

Planning for October 13 Council and Colleagues meetings

Colleagues familiar with Council meetings provided a brief overview of how meetings with Executive Heads and Academic Colleagues were structured and advised that Colleagues put forward recommended topics to the Executive Committee who would then confirm the theme for the Council meeting.

Topics identified by the Colleagues included the role of intellectual property at institutions, student housing and the local communities, and lessons learned regarding online and in-person learning modalities.

Colleagues also considered a topic similar to the one presented by Dr. Lavallée the previous evening.

The Chairs and COU communicated that they would discuss these options further before discussing them to the Executive Committee.

Members shared their thoughts and preferences regarding COU's hybrid meeting format. Colleagues preferred the flexibility offered through hybrid meetings rather than strictly in-person or online.

PRESIDENT'S KUDOS REPORT

OCTOBER 2022



Three exceptional individuals were recognized with [Honorary Doctor of Laws](#) degrees during York University's fall convocation ceremonies.

While our honorary degree recipients are highly accomplished professionals in their respective professions, they each also embody an unwavering commitment to drive positive change in alignment with York University's vision and values of excellence, progressiveness, sustainability, social justice, and diversity and inclusivity.



The Fall 2022 honorary degree recipients are:

- Mark Tewksbury – Olympic champion, human rights activist, inclusion advocate
- Noah '40' Shebib – Grammy award winning producer, cultural leader, community advocate
- Sally Armstrong – journalist, author, human rights activist



[Hortense Valerie Anglin](#), 85, received thunderous applause and a standing ovation from guests and fellow graduands as she gently walked across the stage to receive her first degree and be congratulated by the platform party at York University's in-person fall convocation. Anglin was inspired by her 79-year-old younger sister, Osra Lindo, who received an undergrad degree after learning about York's pathway bridging program in a flyer she found at her local library. When her husband of over 50 years passed away in 2015, Anglin focused on getting back on track with her education which she had discontinued after high school, more than half a century ago. There was no turning back. And history repeated itself when she walked across the same York convocation stage as her sister in October 2018 and her granddaughter, Vanessa Joy Anglin, in June of that same year.



Department of History Professor Emeritus [Adrian Shubert](#) received the "Encomienda de la Orden de Isabel La Católica", a prestigious medal granted by His Majesty King Felipe VI of Spain, for contributions to the field of Modern Spanish History. Shubert is a historian of Spain in the 18th through 20th centuries, and his articles and books have been published widely in both English and Spanish.



[Haleema Ahmed](#), a second-year student in the Faculty of Science, is part of the Prime Minister of Canada's Youth Council and provides input into government programs and initiatives. In between attending classes, studying, and volunteering, Ahmed is busy serving as a member of the Prime Minister's Youth Council, providing regular input on government programs and initiatives from a youth perspective. She and the council meet with senior government officials and federal agencies once a month to discuss issues of importance to them, their community and country.



A paper by a research group including York University Associate Professor [Zachary Spicer](#) that examines the impact of exogenous shocks on online voting has earned the award for "Best Paper" at the International E-Vote Conference in Austria. The paper "The Effect of Exogenous Shocks on the Administration of Online Voting: Evidence from Ontario, Canada", written by a research group that also includes faculty from McGill University, Toronto Metropolitan University, Brock University and Dalhousie University, focused its work on the impact of exogenous shocks – namely COVID-19 and a 2018 technical outage – on the course of online voting adoption in Ontario. More than 200 municipalities across Ontario are using online voting in the 2022 municipal election cycle, making the province a world leader in online voting adoption.



York University alumni and life partners [Hian Siang Chan and Paulina Lau](#), and their families, have created the Paulina Lau Scholars Program in honour of their strong personal and familial ties to the University. Chan, who is the CEO and the executive director of Singapore-based SP Chemicals Pte. Ltd., said their family is committed to creating positive global change and through this gift, they are hoping to encourage and support a similar ethos among York students to right the future.



Distinguished Research Professor in biology at the Faculty of Science, [Bridget Stutchbury](#), has been named one of five finalists in the Canadian Museum of Nature's Nature Inspiration Awards in the "Adult" category for her work on saving Canada's most vulnerable animals that are at risk of extinction. Stutchbury is among five Canadian environmentalists recognized for their passion for conserving nature, and their ability to inspire the public to value nature and contribute to its preservation. The winners of the 2022 Nature Inspiration Awards will be announced on November 14, during a gala at the museum, and will be shared online at nature.ca. This event will honor not only the winners of the Nature Inspiration Awards but also each of the finalists.



[Jennifer Holmes Weier](#), who completed her Master of Public Policy, Administration and Law degree in August 2022, won first place at the National Student and Thought Leadership Awards which recognizes excellence in research. The award was presented jointly by the Canadian Association of Programs in Public Administration and the Institute of Public Administration of Canada. Holmes Weier's research paper "Bursting the Ottawa Bubble: Government dispersal and localization in the context of a diversity strategy" was among several nominated from across Canada. The finalists presented their findings to a panel of judges who selected first, second and third prize winners.



The Town of Penetanguishene is partnering with Faculty of Environmental and Urban Change Professor [José Etcheverry](#) to develop a Climate Change Solutions Park in the Penetanguishene Ecology Garden at 144 Fox Street. This development will create an inspirational location for experiential learning, networking and innovation opportunities for local and visiting students, such as training in precision agriculture and local sustainable development strategies. It will also allow for the development of cutting-edge research and practical applications toward solving climate change.



Professor [John E. Moores](#), Associate Dean, Research and Graduate Studies, Dept. of Earth and Space Science and Engineering at York University, has been named the new Science Advisor to Lisa Campbell, President of the Canadian Space Agency. Moores replaces Sarah Gallagher of Western University who was the first science advisor to the President, appointed in September 2018. He also currently serves as the Director of the Technologies for Exo-Planetary Science NSERC CREATE Program.



York University alumna, [Lilly Singh](#) (BA'10), received a Star at the Scarborough Walk of Fame. Singh has soared to success in the entertainment world building a multi-faceted career, which began at her childhood home in Scarborough where she started her groundbreaking YouTube channel in 2010. Today, with more than 14 million subscribers worldwide, Singh's channel served as a powerful launchpad for her career in Hollywood where she has now found success in film, TV and books. This year alone, Singh made her debut as a judge on the hit show *Canada's Got Talent*; starred in the Dreamworks animated comedy *The Bad Guys*, which topped the box office; and published her second book *Be A Triangle*, an instant Canadian bestseller. Upcoming, Singh will star in the new Disney+ series *The Muppets Mayhem*.



In October, [Thomas Baumgartner](#), chemistry professor in the Faculty of Science at York University, joined the renowned Research Center for Materials Science at Nagoya University in Japan as a visiting professor. Baumgartner will collaborate with researcher and organic chemistry Professor Shigehiro Yamaguchi on exploring organic fluorescent compounds for biosensing applications. The Research Center for Materials Science, founded by Nobel Laureate Ryoji Noyori, aims to create new and improved molecular materials, exploring their structural and functional properties as well as reaction mechanisms. It carries out creative studies on materials and their functions through international and interdisciplinary collaborations and shares its original research activities with a wide international scientific community.



Assistant Professor [Christine Le](#) in the Department of Chemistry, Faculty of Science, has received the 2022 Petro-Canada Emerging Innovator Award to support her organic chemistry research program. The award will provide her with seed funding to develop reaction toolkits that pharmaceutical companies could use to create a variety of new fluorine-containing compounds that can then be tested for their medicinal properties. The Petro-Canada Emerging Innovator Award is given to outstanding new full-time faculty members beginning their academic careers at York University to encourage excellence in teaching and research that will enrich the learning environment and contribute to society.



York University Professor [Thomas Teo](#) in the Department of Psychology, Faculty of Health, has won the 2022 Joseph B. Gittler Award for scholarly contributions to the philosophical foundations of psychological knowledge from the American Psychological Foundation. The award was established through a bequest from Joseph Gittler, PhD, who wished to recognize psychologists who are making and will continue to make scholarly contributions to the philosophical foundations of psychological knowledge. Applicants must demonstrate contributions to the philosophical foundations of psychology, particularly over the last five to 10 years.



York students, staff, faculty and alumni are making things right for local communities, the planet and the future through artistic expressions on display in front of the University's new campus, currently under construction in the heart of Markham. [Eight artworks](#) were selected to be part of the final exhibition, titled "Right The Future." Featured artists received an honorarium per selected image and were credited on-site as well as in all exhibit materials. The artists are:

- Lisa Cristinzo – a queer painter and installation artist and first-generation Canadian settler living in Tkaronto. She has a BFA from OCADU and an MFA from York University.
- Wendy Lu – a Hard of Hearing, Taiwan-born, Toronto-based multimedia artist who graduated with specialized honours from York University with a Bachelor of Fine Arts in Visual Arts.
- Marissa Magneson – is a Cree-Métis artist, photographer, educator, and workshop facilitator. She has a BFA honours degree from York University and a master's degree in Canadian and Indigenous studies from Trent University. She is pursuing a doctoral degree in the Faculty of Education at York University.
- Sabeel Sadicote – is a self-taught artist who experiments with assorted media. She is an MBA candidate at the Schulich School of Business.
- Jasmine Swimmer – is an Afro-Indigenous multi-disciplinary artist specializing in digital art and animation. She earned a Bachelor's Degree in Psychology from York University.
- Mark Terry – is a digital artist, documentary filmmaker and adjunct professor at York's Faculty of Environmental and Urban Change.
- Katelyn Truong – is a Toronto-based illustrator who graduated from OCAD University and is currently working toward a Bachelor of Education at York University.
- Julija Valdmanis – is a registered nurse currently enrolled in York University's Primary Health Care Nurse Practitioner program. Valdmanis is a self-taught artist.



York University has advanced to the top five in the 2023 [Maclean's University Rankings](#) in the comprehensive category, moving up one spot from last year. Universities in the comprehensive category have a significant amount of research activity and a wide range of undergraduate, graduate, and professional programs. Over the last ten years, York has also advanced an impressive 19 spots on the national reputation ranking, this year moving up one spot to 17 in Canada. Noteworthy achievements include York's Schulich School of Business, which ranked seventh in Canada; and the Faculty of Education's sixth place spot.



The Council for Advancement for Support of Education (CASE) District II announced the '[Best Of' Award Winners](#) recognizing excellence in communications and marketing in the mid-Atlantic district. Across three offices, President's Office, Alumni Relations and Communications & Public Affairs York University was recognized with 25 awards. The initiatives spanned all communication disciplines. Just a few of the initiatives include: writing/ publications (2021 President Annual Report/ The York University Magazine); media relations (87 year old completes Masters during pandemic); marketing (Markham Campus); alumni relations (Top 30 under 30); digital programs (People of YU); advertising (Right The Future), videos/social (Holiday video) and the Pan-university website optimization project. Case District II is the largest of the 8 districts with 700 institutional members. This brings York into second place in Ontario, closely behind the number of awards granted to U of T.



[Tianpei Liao](#), a third-year Software Engineering student at Lassonde, spent the summer working under the direction of Professor Jinjun Shan and his team of graduate students as part of the Lassonde Undergraduate Summer Research program. Their work in the safe landing of an Unmanned Aerial Vehicle (UAV) earned them the Best Project Demonstration Award at the Computing Conference 2022. Their research paper titled “Autonomous Vision-based UAV Landing with Collision Avoidance using Deep Learning” explores methods to avoid collision and thereby implement safe landing for UAVs.

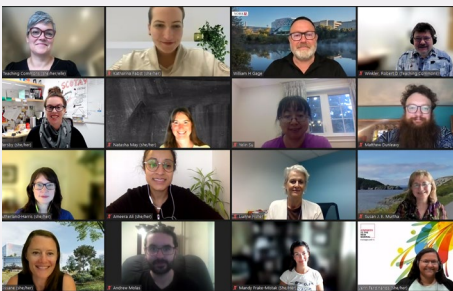


The annual [President's Staff Recognition Awards](#) are an opportunity for community members to join President and Vice-Chancellor Rhonda Lenton in celebrating the efforts of staff who have demonstrated extraordinary effort in contributing to the success of York University.

This year's recipients and nominees are:



- Gary Brewer Award - Winner: David Kwok, associate director, entrepreneurship
- Deborah Hobson York Citizenship Award - Winner: Mavis Griffin, undergraduate program assistant, Department of Equity Studies
- Phyllis Clark Campus Service Award - Winner: Graham Bell, custodian – day shift team leader, Keele Campus
- President's Voice of York Award - Winner: Judith Hawley, graduate program assistant, Social & Political Thought Program (no image available)
- The President's Leadership Award - Winner: Joanie Cameron Pritchett, director, Centre for Sexual Violence Response, Support & Education
- Ronald Kent Medal - Winner: Fiona Fernandes, graduate program assistant, Interdisciplinary Studies Program
- Harriet Lewis Team Award for Service Excellence - Winner: The Teaching Commons:



- Geneviève Maheux-Pelletier, director
- Lisa Endersby, educational developer
- Mandy Frake-Mistak, educational developer
- Yelin Su, educational developer
- Brian Nairn, educational developer
- Robin Sutherland-Harris, educational developer
- Robert Winkler, instructional designer
- Mary Lynn Belmonte, administrative assistant
- Natasha May, educational developer
- Ameera Ali, educational developer, equity, diversity and inclusion
- Katharina Pabst, educational developer



York University Lions Men's Hockey Head Coach [Russ Herrington](#) was named the next head coach of Canada's National Para Hockey Team. The announcement marks a promotion for Herrington, who acted as an assistant coach for Team Canada's sledge program since 2017. Among the highlights of Herrington's tenure as an assistant came earlier this year when he helped guide the squad to a silver medal at the Beijing 2022 Paralympic Winter Games. He also steered the team to three consecutive medals at the International Paralympic Committee's (IPC) World Para Ice Hockey Championships (gold: 2017; silver: 2019, 2021). The Toronto native will remain the Lions bench boss, a role he has occupied since 2017 after two years as an assistant on the staff of Chris Dennis.



Faculty of Education Assistant Professor [Vidya Shah](#) was named Mentor of the Year as part of the 2022 Ontario Institute for Studies in Education (OISE) Leaders and Legends awards. The Mentor of the Year award honours an individual who has offered exceptional support, guidance and encouragement to members of the OISE community. Shah teaches in the Master of Leadership and Community Engagement program, as well as undergraduate and graduate level courses in education. She has worked in the Model Schools for Inner Cities Program in the Toronto District School Board (TDSB) and was an elementary classroom teacher in the TDSB.



[Aleksander Czekanski](#), associate professor of mechanical engineering at the Lassonde School of Engineering at York University, has been named president of the Canadian Society for Mechanical Engineering (CSME) for the 2022-24 term. The CSME aims to advance the quality and scope of mechanical engineering in Canada and to co-operate with and aid all levels of government and their regulatory bodies on matters concerned with or involving the use of engineering technology. In addition, the society collaborates with universities and other educational institutions to advance the relevance and effectiveness of mechanical engineering education at all levels, among other objectives.



The 2023 QS MBA Careers by Specialization ranking placed York University's [Schulich School of Business](#) among the leading business schools in the world for MBA students wishing to pursue careers in finance, technology, and information management. Schulich placed:

- 13th globally in finance
- 25th globally in technology
- 29th globally in information management

Schulich was also the No. 1 ranked MBA program in Canada in finance, technology, marketing and information management.



The *Financial Times* of London ranked the [Kellogg-Schulich Executive MBA](#) (EMBA) at York University as the #1 EMBA program in Canada. The 2022 *Financial Times* ranking marks the 14th time that the Kellogg-Schulich EMBA program has been ranked #1 in Canada. The Kellogg-Schulich EMBA program was ranked 30th globally and placed 10th among programs based in North America in this year's *Financial Times* ranking.



Four new [Provostial Fellows](#) have taken up their roles this year. The program is now in its second year running, with current fellowships in place until Spring 2023. As an initiative led by the provost, each of the Fellows will build capacity across the institution to advance the University Academic Plan and York University's Sustainable Development Goals Challenge. At the same time, the program offers tenured faculty an opportunity to gain hands-on experience working with University leadership. Here is a look at what the Fellows will be doing in Fall 2022 through to Spring 2023:

- Burkard Eberlein, Professor of Public Policy and Sustainability, Schulich School of Business – Changing transportation patterns to reduce York's carbon footprint
- Jen Gilbert, Professor, Faculty of Education – Ensuring LGBTQ2S+ students can access support to successfully launch careers
- Lalai Ameeriar, Associate Professor, Department of Anthropology, Faculty of Liberal Arts & Professional Studies (LA&PS) – Diversifying and decolonizing curriculum at York
- Saskia Van Viegen, Associate Professor, Department of Languages, Literatures & Linguistics, LA&PS – Supporting international student success after the pandemic



The Faculty of Liberal Arts & Professional Studies has announced the recipients of its [Postdoctoral Fellowship](#) Program, and will award selected individuals with a funded, one-year postdoctoral research position. The program, now in its third year, supports postdoctoral training and awards \$50,000 to each recipient to conduct their proposed research project under the guidance of a faculty supervisor. Our current Postdoctoral Fellows and the department of their faculty supervisor are:

- Dr. Teddy Atim, Department of Social Science, Research project: "The legacies for wartime sexual violence in northern Uganda: Social reintegration of women survivors and children born of war in northern Uganda".
- Dr. Patrick Owuor, Department of Social Science, Research project: "An ethnographic study of human bio-banking in clinical trials in Eastern Africa".
- Dr. Kael Reid, Department of Humanities, Research project: "Teaching my Story in my Voice".
- Dr. Alicia Christina Edwards, Department of Humanities, Research project: "Re-locating Canada's Black Canadian Geographies and Heritage through Folk Monsters, Hauntings, Legend, and Horror."
- Dr. Blair Fix, Department of Politics, Research project: "Does Hierarchy Drive Income Inequality?"
- Dr. Gerson Scheidweiler, Department of Equity Studies, Research project: "Gendering Migration Policies: An Intersectional Response to Venezuelan Women Refugees in Brazil".

APPOINTMENTS



York University's Board of Governors appointed [Kathleen Taylor](#) as York's 14th chancellor to a three-year term, effective January 1, 2023. The appointment follows outgoing Chancellor Gregory Sorbara, who was first appointed in 2014 and is leaving the role after more than nine years of distinguished service to York. Throughout her global career, and across the many and varied positive contributions as a volunteer and board member, Taylor has demonstrated her commitment to supporting efforts that advance a thriving future for all. The first woman to serve as Chair of the board of a major bank in Canada, Taylor's appointment as York's new chancellor also marks the first time a woman will serve in the role.

Executive Committee – Report to Senate

At its meeting of 27 October 2022

FOR ACTION

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

Senate Executive recommends that Senate confirm the following candidates for election to Senate Committees (non-designated seats) for three-year terms effectively immediately and ending 30 June 2025. The call for nominations to fill the vacancies for the various Senate elected seats was issued on 16 September 2022 with submissions received through to 14 October. 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 Senate meeting in order to determine their eligibility.

The Sub-committee confirms that all the candidates nominated have the experience for relevant committees. Additional nominees may be forwarded prior to the Senate meeting of 27 October 2022.

Awards (Full-time faculty members; 1 vacancy). Meets 4-5 times annually; Fridays

Faisal Bhabha, Associate Professor, Osgoode Hall Law School

Tenure and Promotions (Full-time faculty members; 6 vacancies; meets in panels on Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level; candidates must fulfil all membership criteria).

Russell Belk, Professor, Schulich School of Business

Pilar Carbonell-Foulquie, Professor, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies (1 year term to 30 June 2023)

Guillaume Bernardi, Associate Professor, Drama and Creative Arts, Glendon (1 July 2022 – 30 June 2023) and Mario Roy, Associate Professor, Department of Mathematics, Glendon completing the term from 1 July 2023 – 30 June 2025

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.

Remaining Senate Committee Vacancies

The Executive Committee continues to seek prospective candidates to fill the remaining three (3) vacancies on the *Tenure and Promotions Committee*, one (1) on the Joint Sub-committee on Quality Assurance, and for the position of Vice-Chair / Chair of Senate as of January 2023. The Nominations Sub-Committee would be grateful for expressions of interest, which can be conveyed to either the Vice-Chair of Senate, Poonam Puri (ppuri@osgoode.yorku.ca), or to Cheryl Underhill (underhil@yorku.ca), at the University Secretariat.

Executive Committee – Report to Senate

FOR INFORMATION

b. Monitoring the Disruption

The Executive Committee is continuing to monitor the impact of the disruption on academic activities. Discussions have commenced on the matter of the timing to declare it ended.

As reported last month to Senate, in focus at this time is gauging whether there is higher than normal levels of student absences at in-person classes and academic activities and, if so, whether that is an indication that there remains a substantial interruption of academic activities owing to the ongoing pandemic. Preliminary information reported by the Provost this month indicates a positive trend toward normal operations, noting that:

- academic programming is being delivered in planned delivery formats without disruption.
- campus facilities are operational and available for delivery of academic programming.
- instructors are exercising discretion to shift to remote delivery for one or two classes if they are unable to attend campuses.
- a full exam schedule, set of practica, performances, performances, and other evaluation activities are scheduled, and facilities are open and available to support completion.

It was also reported to Executive that there is an increased number in COVID cases being reported through YU-Screen consistent with a significant return to in-person activities. While reports of large-scale absences have not been conveyed to the COVID Steering Committee concurrent with the Fall term return to in-person attendance on campuses, it was not clear to Senate Executive whether individual course directors have been reporting to Chairs / Directors if they are experiencing higher than normal rates of student absences. The Committee has requested that efforts be made through the Offices of the Dean in collaboration with Chairs and Directors to learn as best as possible whether academic activities are being substantially interrupted due to COVID-19 causes, and whether there appears to be increased student absenteeism in courses / academic activities that, to their knowledge, is attributable to COVID-19 causes and for which students are seeking accommodation.

In seeking this information, the Executive is preserving the principle of the Disruptions Policy to provide to students: immunity from penalty; reasonable alternative access to materials covered in their absence; and reasonable extensions of deadlines when they are unable to participate in academic activities owing to a disruption.

Executive will keep Senate apprised of the status of the disruption.

Executive Committee – Report to Senate

c. Approval of Committee Members Nominated by Faculty Councils

The Executive Committee has approved the following individuals nominated by Faculty Councils / administrative division for membership on Senate committees for the term of 1 July 2022 – 30 June 2025.

Academic Policy, Planning and Research

Lyse Hébert, Associate Professor, Glendon

Honorary Degrees and Ceremonials

Joanna Robinson, Associate Professor, Glendon

Kailey Vokes, Alumni Representative

Julie Lafford, Convocation Officer

In reaching the decision on the appointments of Professor Hébert to APPRC and Professor Robinson to the Honorary Degrees and Ceremonials, the Executive Committee approved the request from Glendon Faculty Council's Nominating Committee to waive the Senate non-succession requirement based on extenuating circumstances articulated by the Nominating Committee.

d. Election Results

In September, Senate confirmed the slate of nominees for the contract faculty seat for a one-year term on the Senate Academic Standards Curriculum and Pedagogy Committee for 2022-2023. As a result of the ballot conducted between 28 September – 4 October 2022, the following individual was elected:

Frehiwot Tesfaye, Liberal Arts & Professional Studies

e. Senate Executive Priorities for 2022-2023

Of paramount concern to Senate Executive is the vitality of collegial governance. The Executive Committee is committed to enhancing collegial governance and fostering positive, productive processes. It does this in partnership with Senators, Senate committees and Faculty Councils and all those who have a stake in the University's governance. With this overarching theme in mind, the Committee has confirmed its priorities for this academic year; the full list is included in Appendix A.

Included on the 2022-2023 list is a priority to enhance Senator participation in Senate meetings. A theme in Senate surveys in recent successive years has been a dearth of debates and opportunities to provide input into academic decision-making. Executive is committed to responding to Senators' feedback in a tangible way.

Executive Committee – Report to Senate

Senate is responsible for the academic policy of the University. One of principles that informs the [Rules of Senate](#) and their interpretation and application, is that Senate shall provide Senators with the opportunity to debate issues under consideration before a decision is made [Section 1, P. 1.3 (d)]. To fulfill that responsibility and enhance Senators' engagement in collegial decision-making, the Executive plans to have a series of facilitated discussions at Senate meetings in 2022-2023 on key academic initiatives in progress.

Executive is pleased to put this priority in effect at this month's meeting. On the agenda, through the auspices of the Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) is a facilitated discussion to gather Senators' reflections and advice on ASCP's work to develop a new policy framework for an *Academic Conduct Policy and Procedures* to address needed enhancements to the existing *Senate Policy on Academic Honesty*.

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

f. Review of Faculty Council Rules and Procedures

The Executive Committee approved changes to the rules and procedures for the Faculty Council of the Faculty of Science that integrate the requirement for members of the *Research and Awards Committee* to participate in Unconscious Bias / EDI workshops offered by the Office of the Vice-President Equity, People & Culture, provide necessary updates, and bring needed clarity and consistency across the sections.

g. Senate in 2021-2022: Year-End Report on Actions

A consolidated report on actions taken by Senate in 2021-2022 is attached as Appendix B. The document may be particularly helpful in providing new Senators with a sense of the nature and breadth of actions during the year. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils for their efforts over the past year which again required flexibility to accommodate the circumstances of the pandemic-caused disruption.

Mario Roy, Chair

Poonam Puri, Vice-Chair

Senate Executive Committee: Priorities 2022-2023

Item	Commentary	Process	Timelines Projected start and end times
1. Monitoring the Disruption	<p>With the circumstances of the pandemic continuing to improve, the Committee to determine the timing to declare the disruption ended.</p> <p>Corollary item of business to consider is continuing the waiver of the requirement for an Attending Physician’s Statement as a bridge to approval of a separate policy / decision (led by ASCP).</p>	<p>Recommendation in collaboration with the Provost to declare disruption ended and continue the APS waiver to Executive for approval.</p> <p>Communication to Senate and community on disruption status thereafter. APS waiver to Senate for approval.</p>	Continuing item of business
2. Future Mode of Senate meetings	<p>Senate and Senate committee meetings have been delivered in virtual mode since spring 2020.</p> <p>Advantages of virtual Senate meetings have been identified. A review and analysis of the mode of delivery will inform a decision on the matter going forward.</p>	<p>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.</p> <p>Senate Committees to discuss and decide on the mode of delivery most suitable to members’ needs for 2022-2023 year.</p>	Related to Disruption Decision on September Senate to be made coincident with Senate agenda approval, with discussion of Fall term plans for modes of Senate meeting.
3. Review of the Rules of Senate	<p>The Rules of Senate require them to be published every three years, which normally occasions a thorough review.</p> <p>The last Senate Rules review was done in 2018-2019.</p>	<p>The Senate survey results and correspondence from Senators reviewed.</p> <p>Senate consulted on the scope of items to be included in the Rules review in Fall 2021.</p> <p>Draft revisions to the Rules discussed and confirmed by Executive.</p>	Completed. Revisions proceeded to Senate in at June meeting; referred back for further discussion and response to issues raised by Senate. Final set of revisions to return to Senate for approval. Senate approved September 2022

Item	Commentary	Process	Timelines Projected start and end times
4. Senate Membership Review	<p>The Rules of Senate require Executive to review changes in structures, faculty complements and student enrolments every two years and recommend to Senate the seats be re-allocated as necessary. The last membership review was done in 2020-2021.</p> <p>The determination of the Markham Campus' representation on Senate to be part of the review in 2022-2023.</p>	<p>Senate membership formula established by Executive in 2017 to be applied.</p> <p>Input to be sought on needed changes with the establishment of the Markham Campus.</p>	<p>Proposal to Executive: 15 November 2022</p> <p>Notice of Motion to Senate: December 2022</p> <p>Senate approval: January 2023</p>
5. Appointment of a Vice-Chair Senate	<p>With the term of the Chair of Senate concluding 31 December 2022, and the Vice-Chair moving into the role as of 1 January 2023, a new Vice-Chair needs to be appointed by Senate for the term of 1 January 2023 – 30 June 2024.</p>	<p>The Nominations Sub-committee will develop a slate of candidates for election to the position by Senate.</p>	<p>Fall 2022.</p> <p>Call for nominations: September</p> <p>Nominations report to Senate: October 2022</p> <p>Senate approval: November 2022</p>
6. Review of Principles Governing a Presidential Search	<p>Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i>.</p>	<p>Senate Executive to prepare the framing of the discussion.</p>	<p>Carried forward since 2019-2020</p> <p>The item was deferred in 2021-2022. The Board and Senate Chairs have recently commenced discussions about the initiative.</p>
7. Enhance Senator participation in meetings	<p>A theme in the Senate surveys has been a need to facilitate greater participation of members in Senate meetings.</p> <p>Defining a tangible initiative to support enhanced participation would be a strong indication of responding to the feedback of Senators. Have a series of facilitated discussions at Senate meetings in 2022-2023 on key academic initiatives in progress / on the agenda.</p>	<p>Executive Committee review feedback from Senate surveys.</p> <p>Identify key academic initiatives to highlight and discuss in Senate meetings, pairing them with suitable agendas.</p> <p>Implement on a trial basis in 2022-2023 meetings.</p>	<p>To be determined in conjunction with items of business on Senate agendas.</p>

The Senate of York University

Year End Review 2021-2022

From 1 July 2021 to 30 June 2022, Senate was presided over by its 46th Chair, Professor Mario Roy of Glendon College, with Professor Chloë Brushwood-Rose, Associate Professor, Faculty of Education serving as Vice-Chair from 1 July 2021 to 30 April 2022 and Professor Poonam Puri, Osgoode Hall Law School, from 1 May 2022 to 31 December 2022. Pascal Robichaud served as Secretary of Senate.

Senate met on ten occasions during the year, with meetings facilitated virtually coincident with the ongoing COVID-19 pandemic.

Senate committees identify priorities for the year in the autumn and provide year-end reports on their progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

Committees and Acronyms

Executive (Executive)

Academic Policy, Planning and Research (APPRC)

Academic Standards, Curriculum and Pedagogy (ASCP)

Appeals (SAC)

Awards (Awards)

Tenure and Promotions (T&P)

Tenure and Promotions Appeals (T&P Appeals)

Sub-Committees

There are 6 standing sub-committees:

Executive: Honorary Degrees and Ceremonials / Equity (with members from ASCP and APPRC)

APPRC: Sub-Committee on Quality Assurance (with ASCP) / Organized Research Units / Technical Sub-Committee

ASCP: Sub-Committee on Quality Assurance (with APPRC), Coordinating and Planning

In addition, three sub-committees focusing on research that are supported by the Vice-President Research and Innovation report to Senate via APPRC.

For more information on Senate and its committees, including agendas for the year, please visit the Website at <http://secretariat.info.yorku.ca/senate/>

Disruption of Academic Activities due to COVID-19 Pandemic

In response to the COVID-19 pandemic, the Senate *Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* (Disruptions Policy) was invoked on 13 March 2020. The Disruptions Policy remained in effect for the 2021-2022 academic year providing the legislative framework for the Executive Committee to manage the impact of the disruption guided by the Policy's three principles of academic integrity, fairness to students and timely distribution of information.

In addition to regular reports to Senate on its ongoing monitoring of the impact of the pandemic on academic activities, the Executive Committee made several decisions to manage the impact on academic activities caused by the disruption; the actions taken in 2021-2022 academic year are set out below.

Applicable to Summer 2021 Term

Course Completion Options for Students with Deferred Exams / Final Assessments

All outstanding final exams or assessments from the Summer 2021 were required to be brought to completion using online or other remote means, including but not limited to, online exams with or without proctoring services, the quizzes function in Moodle, take-home exams, etc. Deans' Offices were authorized to approve in-person final assessments in extenuating circumstances where they could not reasonably be completed virtually or remotely, including performance or other hands-on demonstration forms of course assessment, subject to compliance with health and safety protocols.

Applicable to Fall/Winter 2021 - 2022

Changes to the Term

No change to length of the terms were made.

Unless otherwise approved on an individual basis, no in-person classes were held. Courses continued through online and remote delivery formats.

Unless otherwise approved on an individual basis, no in-person final examinations were held in the December 2020 exam period.

Changes to Deadlines / Petitions Process

Sustained in 2021-2022 was the waiver of the requirement for an Attending Physician's Statement in support of requests for deferred standing or petitions.

- The use of the Duolingo English Language Placement test for the FW2022 to SU2024 sessions as an acceptable language proficiency test for admission to

undergraduate and graduate programs for students who cannot access existing University-recognized language tests.

- Effective for the Summer 2021 term and for the duration of the disruption caused by the COVID-19 pandemic that:
 - any form of technology-enabled invigilation (also known as “online proctoring”) by instructors, which includes the use of proctoring software or video conferencing software, such as Zoom, used for proctoring purposes, not be used except in exceptional circumstances; and
 - authorization for the use of online proctoring in exceptional circumstances is required by the Dean / Principal of the Faculty / School / College in question and the Vice-Provost Academic.
- Establishment of Principles to Guide FW 2021-2022 Course Planning
- a change to the academic regulation governing grades for the Juris Doctor (JD) degree program in the Osgoode Hall Law School for the Winter 2022 term providing grade immunity for not participating in-person in course activities during the winter term

Hortative Motions approved by Senate

- That prior to the finalization of the University’s Strategic Mandate Agreement proposal to the Ministry of Colleges and Universities, the Strategic Mandate Agreement submissions should be brought to Senate for concurrence (September)
- Expressing the opinion that leadership, commitment, and action from York’s administration is required to enact a robust Framework to Address Anti-Black Racism and an accompanying Draft Action Plan on Black Inclusion that so far has yet to emerge in the planning document (January)
- That the University should provide N95 or KN95 respirator masks to all community members for the Winter 2022 semester, and possibly beyond (January)

Markham Campus Planning

A standing agenda item for the Academic Policy, Planning and Research is academic planning for the Markham Centre Campus. The Committee facilitates reports and is guided by Senate in undertaking its monitoring of developments and, accordingly, transmitted reports to Senate at regular intervals as it tracked progress. ASCP and APPRC dedicated significant attention in 2021-2022 to the review of curriculum proposals for the programming to be offered at Markham Campus.

Academic Planning Forum

APPRC sponsored an academic planning forum in April 2022. Entitled “*21st Century Learning: Challenges and Opportunities for Diversifying Whom, How and What We Teach*”, the planning session was devoted to pursuing inclusive excellence within the University’s curriculum and teaching in view of the innovations in pedagogy that have advanced its physical and virtual capacity for learning.

Regular Reports

- President Rhonda Lenton (monthly)
- Provost Lisa Philipps (Complement and Enrolment, November)
- Provost Lisa Philipps and Vice-President Finance & Administration Carol McAulay (Budget context for academic planning, May)
- Vice-President Research and Innovation Annual Report (Vice-President Amir Asif, APPRC, February)
- Senate members on the Board of Governors on meetings of the Board (Professors Jose Etcheverry and Mazen Hamadeh; October, December, March)
- Academic Colleague to the Council of Ontario Universities on COU meetings (Professor Brenda Spotton Visano; October, December, February, April, June)

Annual Reports from Senate Committees

- Animal Care, Biological Safety, and Human Participants Review Committee (APPRC, June)
- Appeals and Petitions, University and Faculty (Appeals, March, April)
- Graduate Award Disbursements (Awards, April)
- Joint Sub-Committee on Quality Assurance (APPRC and ASCP, May)
- New Awards (Awards, June)
- Non-Degree Studies (APPRC and ASCP, May)
- President's Research Awards Recipients (Awards, April)
- President's University-Wide Teaching Awards Recipients (Awards, June)
- Prestigious Awards for Graduating Students (Awards, June)
- Research Annual Report (APPRC, February)
- Senate Attendance (Executive, June)
- Senate Year in Review (Executive, pending)
- Tenure and Promotions (Tenure and Promotions, December)
- Undergraduate Award Disbursements (Awards, June)
- University Professors and Distinguished Research Professors (Awards, June)
- Organized Research Unit Sub-Committee (APPRC, June)

Facilitated Discussions

- Addressing Anti-Black Racism: A Framework on Black Inclusion and Action Plan for Inclusion: A Living Document for Action (President Lenton, Vice-President Sheila Cote-Meek and Professor Carl James, President's Items, December)
- University's conceptual plans for a School of Medicine (APPRC, March)
- Key parameters in deciding the declaration that the COVID-19 pandemic disruption has ended (Executive, April)

Senate Policies

- Establishment of the Senate *Academic Forgiveness Policy* and the rescission of the Policy and Guidelines on the Withdrawn from Course Option, the Policy on Course Relief, and the Policy on Repeating Passed or Failed Courses for Academic Credit (ASCP, April)
- Revisions to the *Senate Policy on Visiting Students, Bridging Courses Policy and Guidelines, Bridging Programs Policy and Guidelines, Regulation on Granting Degree Credit for Pre-University Courses and Regulation on Transfer Credit Limits for Advanced Secondary Studies*, to take effect upon implementation of the new grading schemes, with the exception of minor wording changes to the *Senate Policy on Visiting Students* (ASCP, April)
- Revisions to the *Senate Policy on Sessional Dates and the Scheduling of Examinations* (ASCP, May)
- Revisions to the *Senate Policy on Honorific Professorships (Awards)*, (May)
- Revisions to the *Senate Policy on York University Grading Schemes* (ASCP, June)

Senate Rules and Membership

- In accordance with the requirement to publish updated Senate Rules every three years, a review was initiated by the Executive Committee in 2021-2022, with Senate approval sought at the June 2022 meeting. Senate approved a motion to refer proposed revisions to the Senate Rules back to its Executive Committee for further discussion with a view to bringing recommended revisions back to Senate at a subsequent meeting (Executive, June).

Faculty Council Rules and Procedures

- Revisions to the Faculty Council rules and procedures for the School of Arts, Media, Performance & Design (Executive, December)
- Revisions to the Faculty Council rules and procedures for Osgoode Hall Law School (Executive, May)
- Revisions to the Faculty Council Rules and Procedures for the Faculty of Graduate Studies (Executive, June)

Academic Units (New and Transfers)

None.

Name Changes

- Diploma in German and European Studies to Diploma in European Studies, Department of Politics, LA&PS (ASCP, December)
- Global Mining Management specialization to Global Metals and Minerals Management within the MBA programs, Schulich (ASCP, December)
- Department and BA and BSc programs in Science and Technology Studies to Science, Technology and Society, Science (APPRC, June; ASCP, January)

- BFA and BA programs in Film to Cinema and Media Arts, Department of Cinema and Media Arts, AMPD (ASCP, January)
- Department of Theatre to Department of Theatre and Performance, AMPD (APPRC, March)
- Cross-Disciplinary Certificate in Health Informatics to Cross-Disciplinary Certificate in Digital Health, School of Health Policy and Management, Health (ASCP, June)

Academic Programs (New, ASCP Recommendations with APPRC concurrence)

- Master of Arts (MA) program in Design Research, Department of Design, AMPD (September)
- BSc in Digital Technologies, Department of Electrical Engineering and Computer Science, Lassonde, Markham Campus (December)
- Master of Biotechnology Management, Graduate Program in Biology, Science, Markham Campus (March)
- BSc (Honours) program in Financial Technologies, School of Information Technology, LA&PS, Markham Campus (May)
- Establishment of BSc (Honours) and BA (Honours) programs in Data Science, Department of Mathematics and Statistics, Science (May)

Degree Types (New, ASCP recommendations with APPRC concurrence)

- Master of Biotechnology Management, Graduate Program in Biology, Science, Markham Campus (March)
- Housing of the BSc degree type in LA&PS (May)

Undergraduate Certificates and Graduate Diplomas (New, ASCP recommendations with APPRC concurrence)

- Establishment of a Disciplinary Certificate in Creative Writing Across Contexts, Department of English, Glendon (December)
- Graduate Diploma (Type 3) program in Biotechnology, Graduate Program in Biology, Science, Markham Campus (March)

Academic Programs - New Streams, Options, Fields and Specializations (ASCP)

- BSc degree option in Computer Science for Software Development, Department of Electrical Engineering and Computer Science, Lassonde, Markham Campus (November)
- Field in Health System Management and Health Data Analytics within the MA and PhD degree programs in Health, Graduate Program in Health, Health (December)

- Stream and Minor degree option in Entrepreneurship and Innovation within the Bachelor of Commerce program, School of Administrative Studies, LA&PS, Markham Campus (January)
- Field in Municipal Government within the Master of Public Policy, Administration and Law program, School of Public Policy and Administration, LA&PS, Markham Campus (January)
- Specialized Honours option within the Bachelor of Human Resource Management program, School of Human Resources Management, LA&PS (January)
- Specialized Honours option in Creative Technologies within the BFA degree program in Integrative Arts, Departments of Computational Arts and Visual Art and Art History, AMPD, Markham Campus (February)
- Communication, Social Media & Public Relations stream within the BA (Honours) program in Communication and Media Studies, Department of Communication and Media Studies, LA&PS, Markham Campus (April)
- Streams in Nursing Practice in High Acuity and Critical Care Settings and Nursing Practice in Mental Health, Illness and Addictions Care within the 4-Year Direct Entry, 2nd Entry and Post-RN IEN BScN programs, School of Nursing, Health (April)
- Type 1 and 2 options for the Graduate Diploma in Management, School of Administrative Studies, LA&PS, located at Markham Campus (May)

Program, Graduate Diploma and Undergraduate Certificate Discontinuation (ASCP)

- Closure of the Specialized Honours BA option within the Communication and Media Studies program, Department of Communication and Media Studies, LA&PS (February)
- Retirement of Public Sector (PUBL) and Social Sector Management (SOCM) specializations, Schulich (February)
- Retirement of International Business (IBUS) specialization within the MBA program, Schulich (April)
- Closure of the Specialized Honours and Honours Minor BHS programs in Health Management, Health Policy, and Health Informatics, School of Health Policy and Management, Health (June)

New Rubrics Approved by Academic Standards, Curriculum and Pedagogy

- CWR for the BA (Honours) program in Creative Writing, Department of English, LA&PS (February)
- CSSD rubric for the BAsc programs in Computer Science for Software Development, Department of Electrical Engineering and Computer Science, Lassonde (April)

- DIGT rubric for the BAsc programs in Digital Technologies, Department of Electrical Engineering and Computer Science, Lassonde (April)
- GMMM rubric for the Global Metals and Minerals Management area, Schulich (April)
- Establishment of SUST rubric for courses in the Sustainability area, Schulich (April)
- DESN rubric for the MA in Design Research and the Master of Design programs (January)
- CMA for Cinema and Media Arts programs, AMPD (January)

Changes in Admissions Requirements and Transfer Credit (ASCP)

- Temporary change to admission requirements for the MA and PhD programs in Psychology, Graduate program in Psychology, Health (September)
- Duolingo as an accepted English language placement test and 115 as the minimum score for admission for the academic sessions from FW2022 to SU2024 (October)
- Admission requirements for the MA and PhD programs in Critical Disability Studies, Health (January)
- Admission requirements for the BA (Honours) program in Communications, School of Translation, Glendon (January)
- Qualifying period, continuation requirement, internal transfers and re-entry requirements for the Specialized Honours BSc program in Neuroscience, Department of Psychology / School of Kinesiology and Health Science / Department of Biology, Health / Science, Health and Science (February)
- Admission requirements for Schulich MBA component of MBA/JD Program, Osgoode Hall Law School / Schulich (February)
- Admission requirements for the Certificate in Athletic Therapy, School of Kinesiology and Health Science, Health (April)
- Admission requirements within the Operations Management & Information Systems Field within the PhD program in Administration, Schulich (April)
- Admission requirements for the Master's in Public and International Affairs, Glendon (May)
- Admission requirements for the Master of Accounting and Diploma in Accounting programs, Schulich (May)

Changes in Degree Requirements (Programs, ASCP)

During the year, the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of revisions to the requirements for the following:

- Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management, EUC (September)
- BA program in Religious Studies, Department of Humanities, LA&PS (September)
- BA program in Economics, Department of Economics, Glendon (October)
- BSc program in Environmental Biology, Science (November)
- BSc program in Biology, Biomedical Science Stream, Science (November)
- Master of Accounting, Schulich (December)
- BA program in Education Studies, Education (December)
- Specialized Honours BFA program (Production), Department of Theatre, AMPD (December)
- Master of Marketing, Schulich (December)
- Master of Business Analytics, Schulich (December)
- Honours Minor BA program in Japanese Studies, Department of Languages, Literatures and Linguistics, LA&PS (January)
- BCom Business Minor, School of Administrative Studies, LA&PS (January)
- Bachelor of Human Resource Management degree program, School of Human Resources Management, LA&PS (January)
- BA (Honours) programs in Children, Childhood & Youth, Department of Humanities, LA&PS (January)
- MA, PhD and Graduate Diploma programs in English, Graduate Program in English, LA&PS (January)
- Honours Minor BA program in Canadian Studies, Department of Multidisciplinary Studies, Glendon (January)
- BSc programs in Psychology, Department of Psychology, Glendon (January)
- BA program in Education Studies, Education (January)
- MA and PhD programs in Critical Disability Studies, Health (January)
- MAsc and PhD programs in Civil Engineering, Department of Civil Engineering, Lassonde (February)
- BA (Honours) programs in Communication & Media Studies, Department of Communication & Media Studies, LA&PS (February)
- BA and BSc programs in Global Health, School of Global Health, Health (February)
- BA and BSc programs in Kinesiology and Health Science, School of Kinesiology and Health Science, Health (February)
- BSc programs in Psychology, Department of Psychology, Health (February)
- Specialized Honours BSc program in Neuroscience, Department of Psychology / School of Kinesiology and Health Science / Department of Biology, Health / Science (February)
- BA and BSc programs in Computer Security, Department of Electrical Engineering and Computer Science, Lassonde (February)

- BEng programs Complementary Studies requirements, Lassonde (February)
- BEng program in Space Engineering, Department of Earth and Space Science and Engineering, Lassonde (February)
- BFA and BA programs in Music, Department of Music, AMPD (February)
- Faculty language requirements for bachelor's degree programs at Glendon (March)
- Professional LLM in International Business Law, Osgoode Professional Development, Osgoode Hall Law School (March)
- Specialized Honours BFA program in Cinema and Media Arts, Screenwriting, Production and Media Arts options, Department of Cinema and Media Arts, AMPD (March)
- BFA programs in Integrative Arts, Departments of Computational Arts and Visual Art and Art History, AMPD (March)
- BSc programs in Physics and Astronomy, Department of Physics and Astronomy, Science (March)
- BSc programs in Chemistry, Department of Chemistry, Science (March)
- Practicum requirements for the BScN in Nursing program (4-year Direct Entry, 2nd Entry, Post-RN Internationally Educated Nurses), School of Nursing, Health (April)
- BA (Honours) programs in Cognitive Science, Department of Philosophy, LA&PS (April)
- Honours Minor BA program in Computational Arts, Department of Computational Arts, AMPD (April)
- BA and BFA programs in Theatre, Department of Theatre, AMPD (April)
- BA programs in Digital Media, Department of Computational Arts / Department of Electrical Engineering and Computer Science, AMPD / Lassonde (April)
- Master of Science in Management Practice, School of Administrative Studies, LA&PS, Graduate Studies (April)
- BSc programs and Atmospheric Science stream in Earth and Atmospheric Science, Department of Earth and Space Science and Engineering, Lassonde (April)
- Specialized Honours BEng program in Civil Engineering, Department of Civil Engineering, Lassonde (April)
- Operations Management & Information Systems Field within the PhD program in Administration, Schulich (April)
- Specialized Honours BA and iBA programs in International Studies, Glendon (May)
- BA programs in Political Science, Glendon (May)
- Strategic Management Field within the PhD program in Administration, Schulich (June)

New Locations (ASCP)

- Markham Campus location for the Common First-year Engineering programming for the BEng degree programs in Engineering, Lassonde (November)

- Markham Campus location for the first-year Foundational Science programming for BSc degree programs, Science (November)

Program, Certificate and Diploma Restructuring (ASCP)

- 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, School of Health Policy and Management, Health (May)

Changes in Faculty Regulations (ASCP)

- Petitions and appeals regulations, Graduate Studies (September)
- Undergraduate Students Taking Graduate Courses Regulation, Graduate Studies (December)
- Registration Legislation, Graduate Studies (March)

Changes in Requirements (Certificates and Diplomas, ASCP)

- Diploma in German and European Studies, Department of Politics, LA&PS (December)
- Diploma in Intermediate Accounting, Schulich (December)
- Graduate Diploma in English, Graduate Program in English, LA&PS (January)

President's Research Excellence Award (Awards, April)

Zheng Hong (George) Zhu, Lassonde

President's Research Impact Award (Awards, April)

Seyed Moghadas, Science

President's Emerging Research Leadership Award (Awards, April)

John Moores, Lassonde (Engineering, Science, Technology, Health and Biomedicine Cluster)

Amy Muise, Health, Social Sciences, Art & Design, Humanities, Business, Law and Education Cluster

New University Professorship (Awards, June)

Sharon Murphy, Education

Distinguished Research Professorship (Awards)

The Distinguished Research Professor competition was not held in 2021-2022 as the maximum of 25 active DRPs had been reached.

President's University-Wide Teaching Awards (Awards, June)

Senior Full-Time Faculty: Michael Connor, School of Kinesiology and Health Science, Health; Susan D. Dion, Education

Full-Time Faculty: Andrew Maxwell, Department of Mechanical Engineering, Lassonde
Contract and Adjunct Faculty: Carolyn Steele, Department of Humanities, LA&PS
Teaching Assistant: Janice Anderson, Department of Humanities, LA&PS

Governor General's Gold Medals (Awards, June)

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

Governor General's Silver Medals (Awards, June)

Samuel Isaac Dreyzin, LA&PS, Bachelor of Arts in Commerce, *Summa Cum Laude*
Rosa Giannone, LA&PS, Honours BA in Law and Society, *Summa Cum Laude*
Robert Alexander Khatib, Science, Honours BSc in Biology, With Distinction

The Murray G. Ross Award (Awards, June)

Dorsa Shakerie, Health, Honours BSc in Kinesiology & Health Science

Robert Everett Exceptional Leadership in Student Governance Award (June)

Stephen Teong, Glendon
Jacky Doung, Environmental and Urban Change
Mohamed Elsayed Elghobashy, Health

Additions to the Pool of Prospective Honorary Degree Recipients

Five new candidates were deemed eligible for honorary degrees and two others approved for a further five-year term.

Honorary Degree recipients (June)

Frank Vettese (Schulich School of Business)
Elder Duke Redbird (Faculty of Education)
Dr. Steven Stein (Faculty of Health)
Steven Lewis (Faculty of Health)
Silken Laumann (Faculty of Health)
Terri Lyne Carrington (School of the Arts, Media, Performance & Design)
Olive Senior (Faculty of Liberal Arts & Professional Studies)
Anna Porter (Faculty of Liberal Arts & Professional Studies)
David Miller (Faculty of Liberal Arts & Professional Studies)
Neil Shubin (Faculty of Science & Faculty of Environmental & Urban Change)
Constance Backhouse (Osgoode Hall Law School)
John Van Burek (Glendon)

Organized Research Unit Charters (APPRC, June)

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)

Rescission of Degrees (Appeals)

None.

Senate Officers and Committee Chairs

Mario Roy, Chair of Senate/Chair of Senate Executive (1 July 2021- 31 December 2022)

Poonam Puri, Vice-Chair of Senate/Vice-Chair of Executive (1 April 2022-31 December
2022)

Chloë Brushwood Rose, Vice-Chair of Senate/Vice-Chair of Executive (1 July 2021-30
March 2022)

Pascal Robichaud, Secretary of Senate

Brenda Spotton Visano, Chair of the Academic Policy, Planning and Research Committee

Martin Bunch, Chair of the Academic Standards, Curriculum and Pedagogy Committee

Jennifer Gilbert, Chair of the Appeals Committee

Shayna Rosenbaum, Chair of the Awards Committee

Susan Ehrlich, Chair of the Tenure and Promotions Committee

Vacant, Chair of the Tenure and Promotions Appeals Committee

University Secretariat

Pascal Robichaud, University Secretary

Cheryl Underhill, Senior Assistant Secretary of the University

Hillary Barron, Assistant Secretary of the University (*To June 2022*)

Tristan Paul, Assistant Secretary of the University (*To February 2022*)

Amanda Wassermuhl, Assistant Secretary of the University

Kathryn White, Assistant Secretary of the University

Elaine MacRae, Governance Coordinator

Michelle Roseman, Administrative Assistant

Report to Senate

At its meeting of 22 October 2022

FOR INFORMATION

1. University Budget Consultation

The SHARP budget model implemented in 2017-2018 and enhanced (SHARP 2.0) in 2021 has as a component a central *University Fund* to enable coordinated action on institutional strategic priorities. Under the auspices of the President, budget consultations with the University community have been conducted in recent years to gather views on the areas where investments of monies from the University Fund should be made to further the University's academic priorities and aspirations. The consultation exercise is being continued this year. Commencing the exercise with APPRC, the President, Provost, and Vice-President Finance and Administration provided a comprehensive briefing on the context and environment for the University's budget at its meeting on 20 October.

The Committee offered suggestions on the form of the presentation with a view to enhancing the clarity of the information and including the critical context about the budgeting process and current external landscape that will ground the basis for collecting the community's input.

Members also offered input on the key question of where resources should be allocated to support academic initiatives. The University Academic Plan is always the foundation for the work of APPRC. Through that lens, the Committee shared its advice on where strategic investments ought to be directed.

A primary recommendation this year echoes that which was shared last year. An emerging legacy of the pandemic is the adoption of new pedagogies that integrate or supplement remote/online with in-person delivery. Resources were made available by the University to support the sudden shift to online program delivery during the pandemic; the Committee reiterated this year that continued longer-term investments are needed to sustain the direction towards innovative blended learning / online forms of pedagogy. Strengthening the hybrid / hy-flex capacity of the teaching and learning infrastructure is critical to keep the University competitive in the changing landscape of post-secondary education and to be able to provide high quality learning experiences for students. Investments of this kind directly align with the UAP priority of *21st Century Learning: Diversifying Whom, What, and How We Teach*.

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

A recommendation was also made in support of the UAP priority of *Knowledge for the Future: From Creation to Application*. The goal of continued growth and application of research, scholarship, and creative activity that is articulated in the Academic Plan is best facilitated through well maintained facilities. There has been considerable dedicated funding for deferred maintenance across many areas of the University in recent years, with notable progress made. Deferred maintenance is a significant challenge for the University as its buildings age; it is a challenge York shares with most universities in the province. Emphasized in the recent APPRC discussion was the nearing critical state of some research labs and spaces in the older Science buildings, the impact of which carries risk to research equipment and work in progress.

The Committee looks forward to hearing the community's feedback on where resources from the University Fund should be directed to help advance progress on York's academic goals.

2. 2022-2023 Committee Priorities

It is anticipated that the APPRC priorities for 2022-2023 will be finalized next month.

3. Strategic Research Plan

A planned priority for the Committee this year is collaboration with the Vice-President Research and Innovation on and support for the renewal of the *2018-2023 Strategic Research Plan*. The Committee will provide input and oversight to the process leading to the succeeding five-year Research Plan. The Chair of APPRC is included on the membership of the Strategic Research Plan Advisory Committee leading the initiative.

At its meeting in late September, APPRC discussed with the Vice-President the process and consultation framework for the preparation of the next strategic research plan. A preliminary consultation with the Senate committee on the format, framing and substance of the next plan is scheduled for early November. The Committee will report to Senate further on this initiative at its next meeting.

4. Markham Campus

Consistent with its responsibility for the articulation of research, teaching and programmatic principles for academic planning, and for assessment of major initiatives and their resourcing, the Markham campus remains a priority initiative for APPRC this year and is a standing agenda item. It will discuss and provide input into the academic dimensions of the campus including research, curriculum, and pedagogy; confirm the academic processes to be invoked in the preparations for the new campus; and ensure Senate is fully informed of developments and engaged in the planning of the initiative.

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

A recent update from the Provost advised that the Honours BSc program in Financial Technologies to be offered through the Faculty of Liberal Arts & Professional Studies at the Markham Campus (approved by Senate in May 2022) has been approved by the Quality Council, and that the Bachelor and Bachelor (Honours) of Sport Management (approved by Senate in September 2022) is currently in front of the Quality Council for review. Both programs are scheduled to launch at the new campus in FW 2024.

The 2022 Universities Fair recently held saw strong enthusiasm for York's new campus and interest in the new programming to be housed there. Lassonde will commence with an early offering of its new Digital Technologies program in FW 2023 at the interim location in York's space in the IBM complex in Markham, shifting to the new campus when it opens in Fall 2024.

The Deputy Provost of Markham Campus will be invited to an upcoming meeting of APPRC to engage with the Committee on the status of campus plans and recent developments.

5. New Teaching Fellowship

A new teaching fellowship has been established by and through support from the Office of the Provost. Titled the *Distinguished Fellowships in Learning and Teaching Excellence*, housed within the Faculty of Health, the new fellowship will help the Faculty respond to emerging opportunities in the evolving landscape of teaching and learning. The communication from the Acting Provost to APPRC provides information about the role of the fellowship and the contributions anticipated from the new role, and it is attached as Appendix A to the APPRC report.

6. Welcome to New Members

The Committee is pleased to welcome (back) Lyse Hébert (Glendon) to the membership, grateful that she will once again bring her governance experience, insight and commitment to the work of APPRC. We also look forward to welcoming the two student members once they have been confirmed by Senate Executive.

Michael Moir
Chair

Report to Senate

At its meeting of October 27, 2022

For Action

New Program

a. Establishment of a Type 2 and 3 Diploma in Global Metals and Minerals Management • Schulich School of Business

ASCP recommends,

That Senate approve the establishment of a Type 2 and 3 Diploma in Global Metals and Minerals Management in the Schulich School of Business, effective FW2023-2024.

Rationale:

Building on the specialization in Global Metals and Minerals Management within the MBA program, it is proposed to create a Diploma in Global Metals and Minerals Management as detailed in the full proposal provided as Appendix A. Reflecting the changing landscape of the metals and minerals industry, the proposed Diploma will focus on metals and minerals products and their value chains and uses through the lens of responsible development, collaboration with a wide range of stakeholder groups, and global and Indigenous perspectives.

The Diploma responds to the growing interest among prospective students to pursue studies in this field outside of the MBA program in flexible delivery formats and to the increased focus on metals and minerals as global economies move to low-carbon models. In order to accommodate both existing MBA students who seek to strengthen knowledge in the area in conjunction with the MBA program and individuals currently employed full-time in the field, the Diploma will employ an integrated, blended learning approach combining online education with two in-person residences, the first at an active mining region and the second at the University's Keele campus. As a substantial part of the Diploma content will be delivered during the residences, the weekly classes and workload can be decreased to give students the flexibility to balance their career and the program.

ASCP – Report to Senate

ASCP is satisfied that the Diploma meets the criteria set out in the [Graduate Diploma Guidelines](#), as students in the Type 2 option must complete a three-credit course in addition to their MBA degree requirements, and either a 10-week internship in the metals and minerals industry or an industry-focused MBA strategy field study.

The program learning outcomes reflect the overarching goals of the Diploma and will be achieved via several experiential learning opportunities, to be embedded throughout the curriculum by way of case analyses, guest lectures from industry, industry-focused projects, and two residences.

The Senate Academic Policy, Planning and Research Committee (APPRC) reviews proposed new degree programs for concurrence with ASCP's recommendation. 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 assessment of academic quality is also applied by APPRC.

With regard to the proposed Diploma, APPRC noted the context that:

- the intention of the Diploma is to provide business education, through applied learning and industry collaboration, to current and future leaders in the global metals and minerals industry who will ensure the responsible development and use of metals and minerals;
- the *2020-2025 University Academic Plan* includes a call to action to contribute to the UN Sustainable Development Goals (SDGs); and

The Committee sees the opportunity for this Diploma to cultivate a critical approach to mining education with a view to sustainability, including the role of industry in managing sustainable practices. APPRC liaised with the proponents of the Diploma over several meetings about the ways these goals will be achieved through the delivery of the program. Through these exchanges the proponents confirmed they are committed to this critical approach and to ensuring that the curriculum adequately addresses the important stakeholders and rightsholders. Moreover, as a result of these discussions, the Diploma has been strengthened by the proponent's decision to establish the *Global Metals and Minerals Stakeholder Working Group*, a formal mechanism that ensures the students are exposed to credible, independent and diverse perspectives. The Working Group includes individuals who are Indigenous, or have experience working with Indigenous Peoples, as well as individuals who are well versed in all aspects of ESG regulations and practices in the metals and minerals industry. Its membership will also reflect gender and cultural diversity.

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The proponents moved promptly to secure the first four members of the Working Group. Two of these individuals are Indigenous and the other two have significant experience and involvement with Indigenous Communities. All four are also well versed in environmental impacts, regulations and the metals and minerals industry performance in that regard. And they have all worked in remote areas and understand the social impacts arising from resource development and extraction.

APPRC commends the commitments made by the Schulich School of Business to deliver and help students achieve the learning outcomes of the Diploma. Statements from the Dean of the Schulich and a range of stakeholders confirm support for the Diploma.

Approvals: Schulich Faculty Council March 11, 2022 • ASCP April 27, 2022 • APPRC October 20, 2022 (concurrence)

Major Modifications

b. Establishment of a Professional Certificate in Educational Development • Faculty of Education

ASCP recommends,

That Senate approve the establishment of a Professional Certificate in Educational Development in the Faculty of Education, effective FW2023-2024.

Rationale:

As outlined in Appendix B, the proposed Professional Certificate in Educational Development, the first postsecondary credential of its kind in Canada, will provide students with focused study on the design and development of educational programs in postsecondary and adult learning environments including postsecondary institutions, not-for-profit organizations and commercial settings. While professional bodies, such as the Educational Developers Caucus (EDC), run institutes and courses in this area, there are no formal university entry-level courses in Educational Development, thus the proposed Certificate will make York a leader in this regard.

The Certificate will be available as a concurrent option for students in the Faculty's BA program in Educational Studies, providing them a pathway into the profession of Educational Development and allowing them to formalize learnings in this field, many of which are covered in the BA program currently. The new courses that are required

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for the Certificate will be available to all BA students regardless of enrolment in the Certificate, thereby enhancing their knowledge of this career option.

With its requirement that students complete 12 credits distinct from the BA program in Educational Studies, the Committee is satisfied that the proposed Certificate meets the criteria set out in the [Undergraduate Certificates Guidelines and Procedures](#). The core courses, which are designed in a scaffolded manner to culminate in a fourth year capstone course, will enable students to achieve the program learning outcomes that are articulated in the proposal. Embedded throughout the curriculum is an emphasis on addressing systemic racism and considering equity, diversity, inclusion and decolonization of educational settings.

ASCP notes that, while the proposal outlines GPA requirements in both the current and new grading schemes, discussions are ongoing with all Faculties about the appropriate conversions in the new scheme.

A statement from the School of Continuing Studies confirms that the proposed Certificate is distinct from its existing Certificate in Learning Experience Design. The decanal statement confirms that the requisite resources are in place and the Faculty is well-positioned to support the delivery of the Certificate.

Approvals: Education Faculty Council October 21, 2021 • ASCP April 27, 2022 • APPRC September 29, 2022 (concurrence)

c. Establishment of a Disciplinary Certificate in Counselling and Mental Health • Department of Psychology • Faculty of Health

ASCP recommends,

That Senate approve the establishment of a Disciplinary Certificate in Counselling and Mental Health in the Department of Psychology, Faculty of Health, effective FW2023-2024.

Rationale:

As outlined in Appendix C, the proposed Certificate in Counselling and Mental Health aims to provide students with the foundational knowledge and skills necessary for future clinically-oriented careers. Chief among these skills are critical thinking, empathic responding, and research design and evaluation. Available to students enrolled in the Honours BA and BSc programs in Psychology to complete concurrently,

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the certificate will prepare students to pursue post-graduate clinical training programs that lead to registration as a psychotherapist or social worker and other helping professions or to apply their learnings to their employment in related careers.

An explicit goal of the program is to support students of diverse backgrounds to pursue mental health professional training with a view to addressing the underrepresentation of equity-deserving groups in the profession and broadening access for members of equity-deserving communities to mental health professionals who also identify as members of those communities. Paired with the requirement that students complete three credits related to cultural competencies, equity, diversity and inclusion are at the heart of the proposed Certificate, tying into the goals of the University Academic Plan.

The Committee is satisfied that due regard has been paid to the [Undergraduate Certificates Guidelines and Procedures](#) and the development of program learning outcomes, with the proposal clearly demonstrating that the Certificate requirements will support the achievement of learning outcomes. ASCP notes that, while the proposal outlines GPA requirements in both the current and new grading schemes, discussions are ongoing with all Faculties about the appropriate conversions in the new scheme.

While there have been efforts to address students' interest in this area, such as the Specialist Programs in Mental Health Studies, Forensic Psychology and Exceptionality in Human Learning at the University of Toronto's Mississauga and Scarborough campuses, societal demand for mental health resources is high and the unique focus of the program makes it distinct from existing offerings.

The decanal statement confirms that the requisite resources are in place for the Faculty to support the delivery of the Certificate.

Approvals: Health Faculty Council January 12, 2022 • ASCP September 28, 2022 • APPRC October 20, 2022 (pending, concurrence)

**d. Establishment of a Sustainability Field within the PhD program in
Administration • Graduate Program in Business Administration • Schulich
School of Business**

ASCP recommends,

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That Senate approve the establishment of a Field in Sustainability within the PhD program in Administration in the Schulich School of Business, effective FW2023-2024.

Rationale:

Within the context of the increased attention to and prominence of sustainability within the area of business research, the proposed new Field will focus on the study of the connections between business and society through the lens of responsible and sustainable business. Students will be required to complete the same degree requirements as those in the program's six existing Fields, with their core and elective courses in the first two years enabling them to develop the disciplinary, methodological and topical knowledge required to conduct research in this area. The proposal, included as Appendix D, demonstrates how students in the Field will be able to meet the program learning outcomes for the PhD program in Administration while simultaneously acquiring knowledge specific to responsible and sustainable business.

Given the heightened focus on the intersection of business and sustainability, there is a societal need for researchers with expertise in this area and few formal postsecondary programs currently exist, with only one at the Ivey School of Business at Western University representing a direct competitor. Accordingly, the new Field will position York to deliver a timely, innovative and unique option to students in the Administration program.

A statement from the Graduate Program Director in the Faculty of Environmental and Urban Change confirms consultation on and support for the new Field. A decanal statement confirms that the necessary resources are in place.

Approvals: Schulich Faculty Council March 11, 2022 • ASCP September 28, 2022

Facilitated Discussion

a. *Academic Conduct Policy and Procedures: Discussion with Senate*

Efforts shepherded by ASCP in collaboration with the Senate Appeals Committee (SAC) over the course of the 2019-2020, 2020-2021 and 2021-2022 academic years, including a University-wide consultation in Winter 2021, have culminated in a draft *Academic Conduct Policy and Procedures*, intended to supersede the [Senate Policy on Academic Honesty](#).

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At this time, ASCP, along with SAC, is seeking the input of Senate on the following question, with time for a facilitated discussion set aside at the Senate meeting to gather views:

Based on Senators’ experiences with investigations and adjudication of academic honesty/misconduct cases, do the central features of the new Policy and Procedures represent process improvements? Are there any material measures or considerations that warrant further exploration by ASCP?

Background

In March 2017, the Office of the Vice-Provost Academic, in collaboration with the AVP Teaching & Learning, convened a small working group to survey the landscape of academic integrity at York and beyond in view of the changing context in higher education as a result of technological advances and increased emphasis on collaborative learning and experiential education.¹ The Working Group was tasked with examining the *Senate Policy on Academic Honesty* and tools and procedures being utilized, and considering proactive preventative measures that could be implemented. To that end, the Working Group explored recent literature, participated in meetings of professional organizations and consulted with colleagues at York to deepen its understanding of the current context, and identify challenges and issues.

The Working Group’s activities culminated in several observations about academic integrity at York, including the lack of sufficient and reliable data about the scope of academic honesty offences, the prevalence of informal resolution of offences and the underreporting of offences due in part to the real and perceived onerousness of administering the Policy, cross-Faculty administrative and communication challenges due to variation in unit- or Faculty-level processes, and the view of community members that academic integrity is not a visible part of the York culture. Accordingly, the Working Group defined a number of recommendations, chief among them a comprehensive review of the Senate Policy.

In response, in Winter 2020, ASCP and SAC convened the Academic Honesty Policy Review Working Group to develop a proposed new policy framework. The Policy Review Working Group’s efforts from February to June 2020 culminated in the development of the draft *Academic Conduct Policy and Procedures*, with ASCP and SAC

¹ The Working Group on Academic Integrity was comprised of Co-Chairs Amy Gaukel, Lassonde, and Mike Zryd, AMPD, and Tom Scott, Libraries, and Karthiga Sandrasri, AVP Teaching & Learning Office.

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providing guidance and input throughout the process. The two committees jointly launched a consultation with the University community in Winter 2021, with the Working Group reconstituted in Spring 2021 to finalize revisions to the Policy and Procedures. This second iteration of the Policy Review Working Group concluded its activities in Spring 2022.²

The principles underpinning the activities of the Policy Review Working Groups included:

- Adapting to new realities in the academic conduct landscape, such as contract cheating, falsified credentials and collaborative learning
- Streamlining investigation procedures to encourage formal resolution while maintaining alignment with principles of procedural fairness and natural justice, including:
 - allowing for the possibility of course director-led resolution within specified parameters
 - developing procedures specific to investigations of cases of high volume academic misconduct
- Providing enhanced flexibility on sanctions, including the addition of sanctions geared towards the graduate level
- Enhancing University-wide consistency in terms of procedures, documentation and record-keeping protocols, including the development of consistent record-keeping practices and language, and processes for communications across Faculties and units
- Clarifying language and minimizing legalistic terminology

The above principles resulted in several changes in the approach employed in the draft Policy and Procedures compared to that of the existing Policy, chief among them the removal of the requirement to hold an exploratory meeting for all investigations and

² Members of this Working Group included Dana Craig (ASCP, Libraries); Darran Fernandez (ASCP, University Registrar); Jen Gilbert, (Chair, SAC/Working Group Chair); Mark Hayward (ASCP, Graduate Studies); Lyndon Martin (Vice-Provost Academic); Nicolette Richardson (ASCP, Health); Chloë Brushwood Rose (then ASCP Chair, Education); Paula Wilson, (SAC, Science); Mike Shied (Science); Michele Johnson (LA&PS); with Secretariat support from Hillary Barron, Amanda Wassermuhl and Kathryn White.

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the creation of specific procedures for cases of high volume academic misconduct. The former is replaced with the ability of course directors or other designated people (persons of primary responsibility or their designate[s]) to handle investigations and make decisions subject to the criteria set out in the Policy.

Direct resolution by course director may only be exercised in cases where the alleged misconduct consists of plagiarism or cheating in a course and applies to one assessment that is less than or equal to 30% of the final grade. The student must agree to this form of investigation and the course director cannot assign a more severe sanction than a lowered or failed grade on the assessment in question. Whether an investigation is led by a course director or a Faculty Person of Primary Responsibility (PPR), students will have the opportunity to request a meeting and to appeal the decisions resulting from either type of investigation. Responding to themes that surfaced in the University consultation about the possibility of course director-led resolution resulting in decisions that disproportionately affect racialized and international students, adjustments have been made to explicitly require that students agree to such an investigation and to allow Faculties to set a lower threshold for the option. The role of the Person of Primary Responsibility also has been more clearly defined.

The Working Group noted two key themes that surfaced in the consultation:

- 1) encouragement to implement a central repository for tracking and records of academic conduct investigations to enable communication across Faculties and consistency of sanctions, and
- 2) the importance of pairing the new Policy and Procedures with educational tools for faculty members and students.

While not incorporated into the Policy and Procedures, the Working Group was strongly in favour of the University pursuing initiatives in support of both directions.

The University's legislation on academic honesty is the affirmation of the general obligation of the York community to maintain the highest standards of academic integrity; the academic misconduct policy and its processes therefore have far-reaching implications for students, faculty and staff. Senators are asked to come prepared to discuss the framing question and share advice on this significant policy development in advance of the revisions being finalized to support a well-informed final version being presented to Senate for approval.

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A chronology of major milestones in the policy review to date are listed in the table in Appendix E.

For Information

b. Minor Modifications to Curriculum

The following items were approved by ASCP effective FW2023-2024 unless otherwise noted.

Faculty of Liberal Arts & Professional Studies

Creation of JWST rubric and minor changes to degree requirements for the BA programs in Jewish Studies, Department of Humanities

Osgoode Hall Law School

Change in name of the specialization in Labour Relations and Employment Law to Labour and Employment Law within the Professional LLM program, Osgoode Professional Development

Schulich School of Business

Minor change to degree requirements for the Joint Kellogg-Schulich Executive MBA program (effective Winter 2023)

Faculty of Science

Minor change to degree requirements for the PhD program in Mathematics and Statistics, Graduate Program in Mathematics and Statistics

c. Sub-Committee Membership for 2022-2023

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

Sub-Committee	Members
Coordinating & Planning Sub-Committee (members designated from among ASCP members)	Martin Bunch, Chair Alice Pitt / Lyndon Martin (Ex-officio, Vice-Provost Academic) Darran Fernandez (Ex-officio, Registrar) Kevin Gingerich, Lassonde Ron Ophir, LA&PS

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Sub-Committee	Members
Quality Assurance (Joint Sub-Committee with APPRC, with members directly elected)	Alice Pitt / Lyndon Martin (Ex-officio, Vice- Provost Academic) Thomas Loebel (Ex-officio, Dean and AVP, FGS) Mary Helen Armour, Science Theodore Peridis, Schulich Mina Singh, Health Qiang Zha, Education Vacancy
Equity Sub-Committee (Senate Executive), with the member designated by ASCP from among ASCP members	Sirvan Karimi, LA&PS

Martin Bunch, Chair

York University

Expedited Review

**Schulich School of Business
Graduate Diplomas (Types 2 and 3)
in
Global Metals and Minerals Management**

**Submitted to the
Ontario Universities Council on Quality Assurance**

February 2022

Note: Not all appendices are copied for Senate but are available upon request.

1. INTRODUCTION

Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

The proposed graduate diplomas in the field of Global Metals and Minerals Management (GMM) address an unfilled need for highly capable, responsible leaders in the global metals and minerals industry. Combining the Schulich School of Business's strength of high-quality management education and industry-specific expertise, the two proposed new graduate diplomas offer courses for a changing metals and minerals industry. This proposal refers to the proposed introduction of one type 2 (concurrent) diploma and one type 3 (standalone) diploma.

The GMM Diplomas were developed by faculty and instructors of the Global Metals and Minerals Management MBA program, which has been developing and delivering curricula for the unique Global Metals and Minerals Management MBA specialization since its foundation in 2012. This program has been at the forefront of business education in the metals and minerals sector through its unique blend of academic education, applied learning and industry collaboration. Additionally, other faculty at the Schulich School of Business and York University, industry professionals, alumni, and current students in the GMM MBA Specialization have been consulted and provided valuable feedback into the program development process. This approach of collaborative development has been utilized in the development of existing GMM courses and will be used going forward to ensure that a continuous improvement path will be followed in future. The result has been a unique program; based on a recent academic review of existing metals, minerals and mining business programs around the globe, no comparable offerings have been identified. That makes both the existing MBA specialization as well the proposed GMM Diplomas unique programs. With the introduction of the proposed innovative, integrative, and blended program structure, these programs ensure that the GMM area and the School are at the cutting-edge of metals and minerals business education. The vision of the diplomas is to provide a world-class global business education to current and future leaders in the global metals and minerals industry who will ensure the responsible development and use of metals and minerals.

These innovative programs will utilize an integrated, blended learning approach to develop leadership skills, global perspectives, and responsible behaviours in graduates. The GMM Diplomas consists of 16.5 credits and span a one-year period which includes a combination of online education and two in-person residences. The first residence will be held offsite near an active mining region, for example Sudbury, Canada or Atacama, Chile. Holding a residence in such a location will allow for applied and experiential learning by incorporating mine site visits and engagements with local stakeholders, governments, and related downstream businesses. The second residence will be held in Toronto at the Schulich School of Business (the "School"), York University (the "University") Keele Campus. Interactions with executives and professionals from corporate offices, financial institutions, consulting firms and other relevant businesses from the metals and minerals industry will be incorporated into the curriculum, thus providing for additional experiential learning opportunities. This new innovative program structure, aligned with the School's and the University's strategic goals,

opens the Diplomas up for global participants and fosters the development of cross-cultural skills important for work in the global metals and minerals industry.

The GMM Diplomas will serve two sets of potential students. The proposed Graduate Diploma type 2 in Global Metals and Minerals Management (“GMM Diploma type 2”) will serve existing MBA program students who seek to further strengthen their knowledge in the metals and minerals value chain and enhance their leadership skills by offering a concurrent diploma. Students enrolled in the GMM Diploma type 2 will need to complete additional requirements to obtain the diploma. These include one additional 3- credit course and either a 10-week internship in the metals and minerals industry or a metals and minerals industry focused MBA strategy field study to the GMM MBA specialization requirements. These additional requirements allow students to apply the learnings from GMMM courses in an applied way. The GMM Diploma type 2 students will join courses that have been developed for MBA students at the School specializing in Global Metals and Minerals Management as well as students taking the GMM Diploma type 3 outlined below. Please refer to chapter 2.3 for a more detailed description of the requirements for the GMM Diploma type 2.

The Graduate Diploma type 3 in Global Metals and Minerals Management (“GMM Diploma type 3”) is a business program for individuals currently working at entry to mid-level management positions in companies where metals and minerals play an important role. This could be a company involved in the exploration, development, or production of metals and minerals as well as end-consumer companies that rely on metals and minerals as critical raw materials. Individuals working in consulting, financial services, government, supply chain or other businesses that interact with the metals and minerals Industry will also benefit greatly from this GMM Diploma. It focuses on strengthening their knowledge of the metals and minerals value chain and to further develop their leadership skills. The GMM Diploma type 3 students will take courses that have been developed for MBA students at the School specializing in Global Metals and Minerals Management and GMM Diploma type 2 students. GMM Diploma type 3 students will participate in the same classes with MBA and Diploma type 2 students, without the requirement of taking a full MBA degree.

Demand for the Program

Metals and minerals play an important part in the world economy and will continue to do so for decades to come. As global economies move toward a low carbon economy, the reliance on metals and minerals will only increase. A recent World Bank Group report stated that the global production of metals and minerals could increase by approximately 500% by 2050 to meet the growing demand for clean energy technologies. One does not have to look much further than electric vehicles or windmills to appreciate how significant metals and minerals are to a low carbon economy. Elon Musk, CEO of Tesla, was recently quoted imploring companies to produce more nickel to meet the growing global demand for their battery technology. The Canadian government is also prioritizing the metals and minerals industry through its Canadian Minerals and Metals Action Plan that was launched in 2020. Many other countries around the globe are implementing similar initiatives to address the supply of critical metals and minerals. It is thus an opportune time to develop new career paths into the metals and minerals industry through program offerings such as the GMM Diplomas. These offerings will provide future leaders that will ensure the responsible development and use of metals and minerals to an industry that is experiencing significant changes.

These global changes can also be seen in the potential student pool of the existing GMM specialization. In recent years, the program has received an increased number of inquiries about opportunities to take existing GMM specialization courses a) outside of the MBA degree program and, b) in flexible delivery formats, either online or in blended format. An analysis of email inquiries directed to the general GMM email account between 2018 to 2021 shows that between 20 to 35% of questions were focused on either online/blended learning offerings or study options outside the MBA program or both. Additionally, direct inquiries were made to the Program Director and Associate Director, as well as through the Schulich Executive Education Center. Engagement with industry, for example with search firms specializing in mining, strengthened this impression as well. The area is therefore confident, that with additional promotional and marketing efforts, a steady cohort size of around 25 to 30 students consisting of GMM Diploma type 2, GMM Diploma type 3 and MBA specialization students can be achieved.

The GMM Diplomas will share the same course requirements and are based on two key curriculum innovations, inspired by the School's and University's strategic goals: 1) a blended-learning format and 2) an integrated, experiential teaching approach. The blended-learning format includes two 1-week residences, one at the beginning of the fall semester and one at the end of the fall semester. These residences will bring students from around the globe together at an off-site location (first residence) or at the School's Keele Campus (second residence). Both weeks include a mix of mini-lectures, workshop-style classes, seminars, group work, group coaching, guest speakers, engagement with local businesses and stakeholders, site visits, and social activities. This enables students to fully immerse themselves in the metal and minerals value chain while forming relationships with colleagues, industry professionals, stakeholders, and instructors. For the duration of the program the students are engaged in weekly online activities such as asynchronous work based on pre-recorded lectures, videos, readings, and presentations. Additionally, weekly online classes allow for application, analysis, and evaluation exercises. Offering four of the required courses in a blended format in one semester allows for an integrated teaching approach. This allows instructors to teach the curriculum through interconnected weekly themes, spanning across the traditional, individual courses and thus linking key learning objectives much more closely than via independent courses. The innovative program structure will ensure that the program is accessible and attractive to the targeted program audience.

To ensure a diverse student base and the accessibility of the program globally, it is the goal of the area to ensure that financial, academic, administrative and industry support will be available to students.

Throughout the development of the GMM Diplomas, engagement with industry professionals has highlighted the importance of a combination of hard and soft skills for leaders in the metals and minerals industry. Managers and leaders must make day-to-day business decisions that address the major challenges the global metals and minerals industry is experiencing. This includes an understanding of the global metals and minerals value chain supported by collaborative leadership, responsible business behaviour, and a global perspective. Interviews with industry professionals, current students and GMM alumni have further highlighted that these skills are indeed much needed career boosters in the metals and minerals industry. Support letters from industry representatives and GMM alumni can be found in Appendix A.

2. EVALUATION CRITERIA

2.1 Objectives of the program (QAF 2.1.2.1)

Clearly describe:

- *The program's objectives (see Definition and Guidance);*
- *The degree nomenclature given the program's objectives; and*
- *The consistency of the program with the institution's mission and academic plans.*

The objective of the GMM Diplomas is to develop leaders who will ensure the responsible development and use of metals and minerals globally.

We will achieve this by providing a world-class business education that is globally accessible to current and future leaders in companies where metals and minerals play an important role. The focus of this education is:

- The analysis and evaluation of the critical role that the metals and minerals industry play in the global economy. This includes the entire value chain from the responsible extraction of metals and minerals to the sustainable end use of these materials.
- The development of leadership skills that empower our students to make responsible choices to create superior wealth while ensuring the responsible development and use of metals and minerals for the benefit of all stakeholders.

York University outlines its six priorities for action in its 2020 -2025 University Academic Plan (UAP). These areas include: 21st century learning, knowledge for the future, from access to success, advancing global engagement, working in partnership, and living well together. The GMM Diploma will address and enhance most of these priorities.

- 21st century learning: The GMM Diplomas are focused on developing valuable leadership skills for its graduates. While these skills are applied within the context of the metals and minerals industry during the program, many of the key learnings will be applicable in other industries and contexts as well. The program contributes to a better understanding of the role metals and minerals play in a low carbon future. It uses 21st century technology to bring its learnings to life in a blended learning format.
- Knowledge for the future: The GMM program is partnering with faculty from across Schulich, York and other educational institutions to produce research that is relevant to industry and education alike. This will include the further development of the underpinning GMM frameworks and models that form the basis of the GMM program.
- From access to success: The GMM Diplomas will offer students from around the globe the ability to access education using a blended learning format. The structure of the program furthermore enables flexibility in the curriculum and includes individual coaching to ensure student success. Various perspectives are covered in all courses of the program, with special attention to indigenous worldviews and diverse cultures. Speakers from indigenous and diverse backgrounds are invited to participate throughout the curriculum of the program.

- **Advancing global engagement:** The GMM Diplomas give students a chance to learn in team settings where they will encounter colleagues from different diverse backgrounds. Cultural aspects are included in the program curriculum and provide the opportunity to improve cross-cultural skill sets. Furthermore, the program residences are held in various locations, many of them internationally. This provides students with real opportunities to experience diverse cultures and learn how to collaborate with people from diverse backgrounds.
- **Working in partnerships:** The GMM area will seek partners from industry to support the experiential learning components of the program. Furthermore, for the delivery of the residences, local educational institutions will be sought out to increase academic collaboration. Indications of interest have already been received from potential partners in South America.
- **Living well together:** The GMM Diplomas take a personal approach to education. All faculty members, instructors, and guest speakers welcome student interactions and personal coaching provides for a sense of connection between students and instructors. Furthermore, the inclusion of social activities during the residences fosters strong cohort relationships and a sense of connection. The program will increase its efforts to create a strong alumni club that mirrors the sense of belonging the specialization has been creating for students since its inception.

In addition, the GMM is aligned with York University's commitment to the United Nations Sustainable Development Goals (SDGs). The United Nations (UN) identified the mining sector as a potential leader in progressing the SDGs, particularly in achieving good jobs and economic growth (SDG 8), increasing renewable energy (SDG 7), supporting innovation and infrastructure (SDG 9), enhancing quality education (SDG 4), mitigating effects on the life on land (SDG 15), and managing clean water and sanitation (SDG 6). This is due to the global nature of the industry as well as its frequent presence in remote, ecologically sensitive, and less-developed areas. This offers vast opportunities to positively impact many of the SDGs over long periods. However, if managed and executed poorly, the potential negative effects can be devastating. The GMM addresses the SDGs throughout its curriculum. While the courses were not developed around the SDGs, their themes are discussed in many different settings. For example, SDG 9 (innovation and infrastructure), SDG 7 (renewable energy), SDG 13 (climate action), SDG 17 (partnerships), and SDG 12 (responsible consumption) form a substantial part of the introductory 1.5-credit course in the first term, GMMM5100. In this course, students discuss the link between metals and minerals and the global economy, including their contribution to a low-carbon, circular economy. Students apply their knowledge in team projects aimed at holistic analysis of value chains, focused on companies in areas such as renewable energy, electric vehicle, sustainable agriculture, transportation and infrastructure, and Information Technology and Innovation. Similarly, the SDGs are addressed in other courses through the analysis of case studies, in role plays, and in collaboration exercises.

The title of Graduate Diplomas in Global Metals and Minerals Management has been chosen to indicate that the program curriculum is aligned with the recent developments in the metals and minerals industry: a focus on minerals and metals products, their value chains and uses rather than on the mining operations and processing. This has also been infused into the program learning objectives, which highlight collaboration within the metals and minerals industry and along its global value chain; responsible development and use of metals and

minerals; and global perspectives on the importance of metals and minerals in the world economy.

2.2 Program Requirements (QAF 2.1.2.2)

Describe:

How the program's structure and requirements meet the program objectives and program-level learning outcomes

How the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations

How the proposed mode(s) of delivery facilitate the students' successful completion of the program-level learning outcomes; and

The ways in which the curriculum addresses the current state of the discipline or area of study.

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

Overview of Program Structure

The curriculum of the Diplomas is designed to provide the in-depth knowledge and skills necessary to lead the responsible development and use of metals and minerals throughout their global value chain. The metals and minerals industry is a highly complex field driven by increased government and legal scrutiny, changing consumer expectations, increasing stakeholder pressures, and emerging societal needs related to a sustainable, low carbon future. Students are exposed to technical basics to understand the foundational business drivers in the metals and minerals industry through guest lectures and asynchronous course material. However, the focus of the program is on the strategic, leadership and managerial skill sets necessary to lead companies in the metals and minerals industry, including those organizations that rely on metals and minerals in their own value or supply chains. The GMM Diplomas will address how the precarious balance can be achieved between society's need for metals and minerals, their responsible development and use and mutually beneficial relationships with different stakeholder groups along global metals and minerals value chains. Mutually beneficial relationships are those that create superior wealth for various interest groups; wealth thus may present itself in different ways, depended on the expectations, needs, and perspectives of each stakeholder. The program addresses these expectations, needs and perspectives in a variety of ways, including a multistakeholder collaboration roleplay, an investor roleplay, and guest lectures by representatives of various stakeholder groups such as Indigenous Peoples, community representatives, diversity and inclusion experts, government representatives and investors.

Thus, the majority of the course work reflects these key skills in the core required courses of the program. These include GMMM6100 Strategies for Wealth Creation in the Metals and

Minerals Industry; GMMM6200 Financing Mineral Development; GMMM6300 Stakeholder Collaboration for Responsible Mineral Development and Use; and GMMM6400 Organizational Excellence in the Metals and Minerals Industry. An experiential research study course, GMMM6500, in the final term will also help in the further development of a mixture of technical and leadership skills as students integrate their learning in an industry-involved project on the metals and minerals industry. A brief description of the program structure and the programs key features can be found in Appendix B.

The course load in each term has been kept to a manageable level so that students will be able to complete the program while employed full-time. This also allows for students to focus on interactions with industry and potential employers (with opportunities facilitated by the program).

The proposed Diplomas span all sectors of the broad metals and minerals industry. These include junior and major mining companies, investors, shareholders, financial institutions, EPC/EPCMs, refineries, smelters, transportation and logistics companies, suppliers, manufacturers of semi-products and consumer products. There are many stakeholder groups in metals and minerals companies such as local communities, Indigenous Peoples, and governments. All these groups interact with one another in a complex manner while their interests and objectives may not always be goal congruent. This requires complex trade-offs in the way companies engage with each of them. In addition, organizations in each subsector of the metals and minerals industry are also highly interdependent which means that decisions made at one end of the value chain can have significant impacts on the other actors involved. Capital spent on exploration by juniors to increase the supply of lithium for example may lead to decreasing prices of batteries for electric vehicle producers. On the other hand, increased societal and government pressures will push companies to adjust the operations and processing plants, thus effecting changes in the profitability of the companies. Such a complex setting requires innovative use of financial and non-financial goals and measures to lead companies in the metals and minerals value chain. The GMM Diplomas aim to develop skills in the next generation of leaders that will allow them to successfully manoeuvre the complex, interconnected nature of metals and minerals with a focus on responsibility and collaboration.

Program Learning Outcomes

The learning outcomes for the program are detailed below. They have been mapped against the program's courses in Appendix C. The program structure ensures that students achieve the program objectives and program-level learning outcomes in an integrated, engaged, and meaningful manner. The residences, course work and individual research study (GMMM6500) support the application, analysis, and evaluation of real-life problems and support the development of leadership and collaboration skills (program level learning outcome 1, program objective 1). Close collaboration with colleagues, industry, a variety of stakeholders from around the world during the residences, and group and individual project work contributes to the development of a global mindset (program level learning outcome 2, program objective 2).

The program objectives:

A) To develop leaders who will ensure the responsible development and use of metals and minerals globally.

B) To provide a world-class global business education to current and future leaders in companies where metals and minerals play an important role.

The Program Learning Outcomes are:

- 1) Graduates demonstrate excellent leadership skills, including the ability to:
 - 1.1 Communicate: create engaging reports and presentations for diverse audiences
 - 1.2 Collaborate: identify, develop, and enable collaboration opportunities
 - 1.3 Develop Self-Awareness: use reflection and other feedback to continuously learn and improve their skills
 - 1.4 Make Decisions make sound decisions based on reliable information, analysis, and evaluation
- 2) Graduates behave as responsible business leaders, including the ability to:
 - 2.1 Make Responsible Choices: create strategies for superior wealth creation in the metals & minerals industry
 - 2.2 Create Superior Wealth: support the responsible development and use of metals & minerals
 - 2.3 Ensure Equitable Distribution to Stakeholders: collaborate with stakeholders to ensure benefits are shared by all
 - 2.4 Foster Organizational Excellence: assess, develop, and enable organizational excellence models for successful strategy implementation
- 3) Graduates of the program achieve global perspectives, including the ability to:
 - 3.1 Analyse the critical role of metals & minerals in the global economy
 - 3.2 Distinguish and connect the various elements of the global metals & minerals value chain, from mine to end-consumers
 - 3.3 Relate to and work with people from diverse backgrounds and in diverse business environments

The Schulich Master Programs Committee, Faculty Council, and the GMM instructors will be charged with reviewing these objectives on a periodic basis under the guidance of the associate program director.

Course Work

The program will require students to complete 16.5 credits over three terms. The core curriculum comprises one 1.5- credit course and five 3- credit courses (and no electives). The first term (winter semester) includes one 1.5- credit course. The second term (fall semester) consists of four 3- credit courses. The third term (winter semester) concludes the program with a 3- credit research study course. These courses are existing courses offered in the MBA specialization. One new 3- credit course has been added in the third term. The figure below shows the timing and sequency of courses in both GMM Diplomas.

Term 1 (Winter Term, January to April)	Term 2 (Fall Term, from September to December)	Term 3 (Between January and August of the following year)
<p><i>GMMM5100 1.5</i> Metals & Minerals in the Global Economy</p> <ul style="list-style-type: none"> • Half credit course • Fully online • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations, and online classes • Introduces foundations of program 	<p><i>GMMM6100 1.5</i> Strategies for Wealth Creation in the Metals & Minerals Industry</p> <ul style="list-style-type: none"> • All four courses taught integrated into weekly topics • Online • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations; and online classes <p><i>GMMM6200 3.0</i> Financing Mineral Development</p> <p><i>GMMM6300 3.0</i> Stakeholder Collaboration for Responsible Mineral Development & Use</p> <p><i>GMMM6400 1.5</i> Organizational Excellence in the Metals & Minerals Industry</p>	<p><i>GMMM6500 3.0</i> Applying Strategy in Metals & Minerals</p> <ul style="list-style-type: none"> • Full credit course • Fully remote • Individual research study with weekly individual coaching by instructor • In-depth application of concepts and learnings from other GMMM courses • Allows students to apply learnings to their own organizations

Please note: The above GMM program structure applies to both diplomas (type 2 and 3)

The short descriptions of all the courses in the program can be viewed in Appendix D. The full set of course outlines can be found in Appendix E.

Course sequencing was carefully considered in the design of the program. The 1.5-credit course in the first semester will create a foundational understanding of the metals and minerals value chain and the key concepts taught in the program. The courses in the second semester will then offer students an opportunity to deepen their skills and knowledge while the last term allows for application in an experiential setting.

Mode of delivery

The program outcomes will be achieved via an integrated, theme-based, and blended delivery format. The nature of the coursework varies, depending on the expected learning outcomes for each course. This is supported through the blended-learning delivery of the program courses.

The 1.5-credit course in the first semester will be taught online using a mix of synchronous teaching formats such as virtual classes, virtual group work, virtual guest lectures as well as asynchronous formats such as readings, recorded lectures, external and internal videos. A special part of this course are the online videos in the Metals and Minerals Fundamentals video series. This video series consists of two sections of pre-recorded videos that focus on some of the key technical fundamentals of the metals and minerals industry. The first section, which forms an important part of this course, is focused on the mining life cycle, and includes topics such as exploration, mine development, mining methods, processing, and reclamation. The topics in this video series are part of the weekly assigned material and are aligned with the weekly objectives of the course. Each video is between 30 to 90 minutes in length, and this has been considered in the weekly allocation of other preparation, homework, or assignments.

In the second term, a variety of different teaching modes will be utilized. A part of each course will be taught over the course of two in-person residences. The first residence will be held in the beginning of the semester at an off-site location with a focus on integrated, experiential learning using a combination of in-person mini-lectures, workshop-style classes, seminars, group work, group coaching, guest lectures, and site visits. This gives students the opportunity to be immersed in real-life industry experiences. A substantial part of the content of all four second term courses will be covered in an integrated, theme-based manner over the course of one-week; this allows for the workload during the remainder of the semester to be reduced. Weekly class times will thus be reduced for the majority of the semester. A mix of synchronous, online classes and asynchronous activities via pre-recorded lectures, videos, readings, or presentations will be utilized for the duration of the semester (weeks 2 to 11 in the regular academic calendar). These different modalities offer students alternative ways to interact with the course content, ensuring that different types of learning styles are addressed in the program delivery. Students are enabled to learn in different ways and at different speeds, giving them the flexibility to adjust parts of the curriculum to their individual needs. At the end of the semester, students attend a second, one-week residence. This residence will be held at the School's Keele Campus and will include a mix of in-person mini-lectures, workshop-style classes, seminars, group work, group coaching, guest lectures, and site visits. This second week of residence provides students with the renewed opportunity to experience first-hand industry interactions with industry professionals from the Greater Toronto Area. They also contain another substantial part of the course content, which contributes to the lighter course work for the duration of the semester. The second section of the Metals and Minerals Fundamentals video series will be assigned to students over the course of the second semester. The focus of this second section is on the products of the metals and minerals industry, with topics such as base metals, precious metals, battery metals and energy generation metals. These topics are aligned with the themes and case studies covered during the semester and are part of the weekly assigned preparation for students. The tables below represent the integrative teaching mode of the second term.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Theme 1	Theme 2		Theme 3		
GMMM 6100	5-7 Day Residency <ul style="list-style-type: none"> The GMM Strategy Framework The Defining Characteristics of the Metals and Minerals Industry Mining and Metals Evaluation Fundamentals (Key Business Drivers, Risk & Sensitivity Analysis) Foundations for Stakeholder Engagement and Drivers of Collaboration GMM Organizational Excellence Model Team Project Work commences 	Strategic Choices		Long Term Wealth Creation Measurement & Assessment		
GMMM 6200		Key Business Drives (KBDs) – Reserves	KBDs – Production	KBDs – Operating Costs	KBDs – Capital & Reclamation Costs	Project Development Decision Making
GMMM 6300		Basics of Sustainable Strategies and Multi-Stakeholder Collaboration		Models of Collaboration		
GMMM 6400		The Foundation of Excellence: Structure and Governance	Creating Excellence Through Innovation and Technology		Creating Excellence Through Culture and Leadership	
<u>Video Series</u> METALS & MINERALS FUNDAMENTALS - <i>The Products</i>		Base Metals	Precious Metals and Gemstones	Steel Making Metals	Agriculture & Industrial Minerals	

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Theme 4		Theme 5		Theme 6	
GMMM 6100	The Ok Tedi Mine Case Study		The Inmet Mining Case Study		5-7 Day Residency <ul style="list-style-type: none"> Team Project Workshops and Presentations Investor Role Play and Stakeholder Role Plays Individual Assignment Mentoring Values Assessment Interviews Company & Stakeholder networking 	
GMMM 6200	Financial Analysis of Metals & Minerals Companies and Financing Capacity		Financing Strategies for Resource Development			
GMMM 6300	Understanding Stakeholders		Future of Collaboration for Responsible Development and Use of Metals and Minerals			
GMMM 6400	Creating Excellence Through Project and Process Management	Creating Excellence Through Business Intelligence and Risk/Opportunity Management	Creating Excellence Through Collaboration and Partnerships			
<u>Video Series</u> METALS & MINERALS FUNDAMENTALS - <i>The Products</i>	Agriculture & Industrial Minerals (continued)	Battery & Rare Earth Metals		Energy Generation Metals		

The third term 3.0-credit course will be taught full online. Students will independently work on this research study, supported by ongoing (weekly) coaching from the course instructor.

Experiential Education

The program learning outcomes will also be achieved via several experiential learning opportunities, which are an integral part of the proposed new programs. Experiential activities are embedded in most courses via learning activities such as case analyses and discussion, guest lectures from industry, and industry- focused projects. Additionally, these opportunities also exist during the two residences, which will expose students to a range of different stakeholders from government representatives and community leaders to executives and investors.

Every student will also take the 3- credit research study course in term 3, which requires students to engage with real-world organizations. In this course, students have the opportunity to experience the GMM concepts in action and to get a first-hand understanding of the strategic challenges and opportunities in the metals & minerals industry. Projects will vary widely in scope, nature, and topic depending on students' backgrounds and career ambitions. However, all students will identify an organization in the metals and minerals industry to work with; create a project plan; identify the organization's key challenges and opportunities; collect and analyse data; and present their recommendations to the instructor, their peers, and the organization. This will provide students with key insights on how to manage a project, how to conduct industry analysis and how to communicate their insights to a variety of audiences, including executives. For students who are already working in the metals and minerals industry can apply the learnings from the program to their work environment. For others, this will also build essential connections with employers and develop wide-reaching networks that will help boost career prospects at the end of their studies. The program will rely on the strength of the School's metals and minerals-focused professional networks as well as the alumni pool in the sourcing of projects for the course.

2.3 Program Requirements for graduate programs only (QAF 2.1.2.3)

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

The program consists of 16.5 credits in total and is designed to be completed within 12 months. Students complete between 1.5 to 12 credits per term which is a course load that allows students to complete all requirements within a one-year period; additionally, this is also attainable for students who are working part- or full-time while enrolled in the program. Students in the type 2 diploma, who are pursuing their MBA simultaneously, will be able to accommodate MBA program requirements and GMM Diploma (type 2) program requirements. The first term of the diploma only requires students to take one 1.5-credit course, which can be taken as an elective within the first year, second term of the MBA

program. During the second term of the diploma, students will be able to partake in the MBA 601 Strategy Field Study while also fulfilling the diploma program requirements. This can be achieved through the incorporation of residences which allow for significant parts of the course content to be shifted to the beginning and end of the semester, thus reducing the weekly workload for the remainder of the semester.

The table below compares the student pathway through the three different study options available for the GMM program, including the existing MBA GMM specialization, the proposed GMM Diploma type 2 (concurrent) option, and the GMM Diplomat type 3 (standalone) option. Note that the GMM Diploma type 2 differs from the GMM specialization through the addition of one additional 3.0-credit course as well as either a metals and minerals focused 601 Strategy Field Study or the completion of a 10-week internship in the metals and minerals industry. The distinguishing difference between the requirements for the two types of diplomas is that students in the concurrent diploma (type 2) can choose between conducting the MBA 601 Field Study in the metals and minerals sector or completing a 10-week internship. The option of conducting an MBA 601 Field Study is not available to standalone diploma (type 3) students, thus students enrolled in this option are required to complete a 10-week internship.

Study Option	Total Credits	Program Requirements
MBA GMM Specialization (Existing)	13.5	<p><i>Term 1 (Winter Semester)</i></p> <ul style="list-style-type: none"> • GMMM5100 1.5 Metals & Minerals in the Global Economy * <p><i>Term 2 (Fall Semester)</i></p> <ul style="list-style-type: none"> • GMMM6100 3.0 Strategies for Wealth Creation in the Metals & Minerals Industry * • GMMM6200 3.0 Financing Mineral Development * • GMMM6300 3.0 Stakeholder Collaboration for Responsible Mineral Development & Use * • GMMM6400 3.0 Organizational Excellence in the Metals & Minerals Industry *
GMM Diploma Type 2 (concurrent)	16.5	<p><i>Term 1 (Winter Semester)</i></p> <ul style="list-style-type: none"> • GMMM5100 1.5 Metals & Minerals in the Global Economy * <p><i>Term 2 (Fall Semester)</i></p> <ul style="list-style-type: none"> • GMMM6100 3.0 Strategies for Wealth Creation in the Metals & Minerals Industry * • GMMM6200 3.0 Financing Mineral Development * • GMMM6300 3.0 Stakeholder Collaboration for Responsible Mineral Development & Use * • GMMM6400 3.0 Organizational Excellence in the Metals & Minerals Industry * <p><i>Term 3 (Winter Semester)</i></p> <ul style="list-style-type: none"> • GMMM6500 3.0 Applying Strategy in Metals & Minerals (Term 3) <p><i>Additional</i></p> <ul style="list-style-type: none"> • 601 Strategy Field Study <u>OR</u> a 10-week internship in the Metals & Minerals or related Industry. Upon approval, prior work experience and/or prior internships in the Metals &

		Minerals Industry may be considered as a substitute for the 10-week internship requirement.
GMM Diploma Type 3 (standalone)	16.5	<p><i>Term 1 (Winter Semester)</i></p> <ul style="list-style-type: none"> GMMM5100 1.5 Metals & Minerals in the Global Economy * <p><i>Term 2 (Fall Semester)</i></p> <ul style="list-style-type: none"> GMMM6100 3.0 Strategies for Wealth Creation in the Metals & Minerals Industry * GMMM6200 3.0 Financing Mineral Development * GMMM6300 3.0 Stakeholder Collaboration for Responsible Mineral Development & Use * GMMM6400 3.0 Organizational Excellence in the Metals & Minerals Industry * <p><i>Term 3 (Winter Semester)</i></p> <ul style="list-style-type: none"> GMMM6500 3.0 Applying Strategy in Metals & Minerals (Term 3) <p><i>Additional</i></p> <ul style="list-style-type: none"> 10-week internship in the Metals & Minerals or related Industry. Upon approval, prior work experience and/or prior internships in the Metals & Minerals Industry may be considered as a substitute for the 10-week internship requirement.

*Note: All course marked with an asterisk * are courses that are part of the MBA specialization.*

All courses taken in the program are graduate level courses. The program requirements mirror the innovative and integrative nature of the program structure and contribute to the School and University-level strategic calls for increased accessibility, experiential learning, and integration of applied learning.

As a program that aims to attract global students and working professionals from the metals and minerals industry, the GMM Diploma type 3 (standalone) needs to provide enough flexibility to allow for a continuation of work for the duration of the program. While the program spans a one-year period the combination of online education and in-person residences as outlined above allows students to complete the program while also working. The first term of the program only contains a 1.5- credit course, which is taught fully online. It allows students to get familiarized with the Schulich School of Business, the GMM program and the online teaching system (Canvas). In the second term, the two residences require students to attend in person, either at an off-site location (Residence 1) or at the Schulich School of Business Keele Campus (Residence 2). By covering a substantial part of content during the residences, the weekly classes and workload can be decreased to give students the flexibility to balance their workload and the program. That means that the workload for the duration of the Fall semester is comparable to that in a MBA program, however with a substantial part of the work and learning occurring during the two residences. The area will strive to work with industry to encourage employer support in providing accommodations for employees enrolled in the program.

The last semester with one full credit course rounds out the program requirements with an individual research study, which students may apply to their current role and/or organization. This course allows for flexibility in its project plan but requires weekly online coaching meetings with the instructor. It is the area's hope and believe that industry will be supportive of such a program and will enable students to participate. This has been strengthened

through conversations with industry professionals (also refer to the Industry Support Letters).

As an industry-focused program, the courses focus on professional perspectives and use industry projects and case studies in lieu of traditional academic research.

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for advice from the Appraisal Committee on how to satisfy these criteria.

The grading and assessment process will be that used in other Schulich graduate programs. Overall course grades will be based on the student's performance on the various assessments of the courses, including written assignments, case analyses, teamwork, presentations, and the Personal Values Assessment. All of these will be used to assess the achievement of the learning outcomes.

The Personal Value Assessment is unique feature of the GMM program, which has been used to assess student's class contribution, self-awareness, and leadership skills in the GMM MBA specialization for over five years. This assignment combines self-reflection exercises with peer feedback and coaching sessions to provide students with guidance on a journey to improving their personal and professional decision making and their interactions with others. This feature will be used in both Diploma programs to assess the learning outcome 1. leadership skills, including 1.1 communication, 1.2 collaboration, 1.3 self-awareness, and 1.4 decision-making.

Please see the program's curriculum map included in the program objectives and learning outcomes presented in Appendix C for courses in which learning outcomes will be assessed.

The assessment of students' performance levels vis-a-vis learning outcomes will be supported by Schulich's learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in

the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes.

The performance data will serve as the basis of the program's continual improvement process, enabling evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and the 'closing of the loop' on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program's benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program

Furthermore, regular review with industry professionals, faculty members, alumni, and eLearning specialists will ensure the quality of the program and will provide insights on whether program objectives remain relevant to industry as well as whether the objectives are achieved. The metrics used for the review will be developed in collaboration with the ADA's Office at the School by using the data outlined above; they may additionally include student exit interviews, student feedback, instructor feedback, alumni surveys and tracking, graduation percentages, grades, and grade progresses. The information will be documented in excel which allows ongoing monitoring of student progress and program success.

2.5 Admission Requirements (QAF 2.1.2.5)

Describe the program's admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

For the GMM Diploma type 2, the admissions requirements are the same as MBA admissions requirements plus the requirement to submit a current CV and a cover letter. The cover letter should outline the student's interest in the metals and minerals industry and present sound reasoning on why the student should be admitted into the GMM Diploma type 2 program. Upon review of the application package, students will meet with a GMM faculty member for an interview.

Given that Diploma students and MBA specialization students will be in the same classes, the program will need to ensure that all students bring a minimum knowledge in business-related areas with them. This is achieved through the following admissions requirements:

Study Option	Total Credits	Admissions Requirements
Concurrent Diploma (Type 2)	16.5	<ul style="list-style-type: none"> • Enrolled in MBA program • Application package including CV and cover letter outlining interest in the metals and minerals industry as well as providing reasons why students should be admitted • Interview with a GMM faculty member
Standalone Diploma (Type 3)	16.5	<ul style="list-style-type: none"> • Undergraduate Degree • MBA or other business focused master's degree • 5 to 10 years of full-time work experience • English language proficiency (IELTS or TOEFL) <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">For applicants with a master's degree in non-business-related fields, 5 to 10 years of full-time work experience plus an additional 3+ years of managerial, full-time work experience may be counted.</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">For applicants without a master's degree, 3+ years of full-time work experience plus an additional 7+ years of managerial, full-time work experience may be counted.</p>

Exceptions may be made on an individual basis and may require an interview with a GMM faculty member.

2.6 Resources (QAF 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) *Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach

to teaching the program’s learning outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.

Enrolment Projections & Class Sizes

The School plans to launch the programs in the Fall of 2023 with an initial class size of approximately 15 to 25 students, drawn from all three study options (existing MBA specialization, Diploma type 2, Diploma type 3). Enrolment will be capped at 35 students per cohort. The expected steady-state maximum program enrolment target is one full class of 25 to 30 students per academic year. Class sizes will be capped at 35 students. This lower than usual maximum is due to the additional logistics and challenges in the delivery of the off-site residences.

Full-Time Format

The Diplomas will be launched as full-time programs. As the courses will be scheduled in the evenings, online and as intensives (residences), the format will also likely be attractive to working professionals who want to progress to higher or broader organizational leadership roles but prefer not to opt out of their current employment situation to complete the program.

Housing of Courses within the School

All courses with the GMMM program rubric will be housed within the GMM area. In addition to its other initiatives, the area will be responsible for the scheduling and staffing of courses as well as curriculum development and administration of course and program related matters. The current area administrative staff will be assisting with the administration of the program.

Teaching Resources

The resources for this program will largely be drawn from the resource base of the School, with all four instructors coming from the GMM MBA specialization.

The table below represents the teaching assignments for the GMMM courses. As the list indicates, the program will be taught by a mix of full-time Schulich instructors and part-time GMM instructors who are professionals from the metals and minerals industry. Please see Appendix F for the CVs of the instructors in the GMM program.

Instructor	Course(s)	Duration with GMM
Richard Ross Program Director	GMMM6100 Strategies for Wealth Creation in the Metals and Minerals Industry GMMM6200 Financing Mineral Development	2011
Claudia Mueller Associate Director	GMMM5100 Metals and Minerals in the Global Economy GMMM6400 Organizational Excellence in the Metals and Minerals Industry	2012
Carolyn Burns Part-time Instructor	GMMM6300 Stakeholder Collaboration for Responsible Mineral Development and Use	2018

Larry Smith Part-time Instructor	GMMM6200 Financing Mineral Development (partial) GMMM5100 Metals and Minerals in the Global Economy (partial)	2012
Ran Maoz	GMMM6200 Financing Mineral Development (partial) GMMM5100 Metals and Minerals in the Global Economy (partial)	2020

Any additional part-time instructors will be hired on a as-needed basis from the pool of qualified instructors already teaching at Schulich as well as through the networks of the Program Director and the Associate Director of the GMM. Schulich part-time instructors play an important role in the success of the School's programs; they bring real-world experience into the classroom to enrich lectures, case analyses, assignments, projects, presentations, and students' performance in the "real world" of management. As experts in their fields of specialization, contract instructors are very good at imparting practice-rich knowledge, which is in line with the goals of these programs. The part-time instructors teaching in the GMM have been selected because they are highly experienced professionals and are recognized experts in their respective fields of practice. The Associate Director will work closely with the instructors to ensure that they understand, amongst other matters, the important role of the learning outcomes of the program and will guide them and provide resources to ensure a consistent approach to assessment of achievement of the outcomes. Ongoing collaboration with faculty at Schulich will be ensured and will provide for a balanced curriculum that uses academic insights to support industry application.

b) Describe the provision of supervision of experiential learning opportunities, if applicable;

In the GMM Diplomas, experiential learning occurs in several ways:

- During residences through the engagement with various actors in the metals and minerals value chain and with diverse stakeholders
- During weekly classes through the incorporation of guest speakers from relevant backgrounds
- During GMMM6500 through the collaboration with industry professionals

Each of these different opportunities can be supervised by any of the GMM faculty and instructors. However, the teaching assignments for the experiential learning opportunities will be as follows initially:

- Residences: Richard Ross, Program Director; Claudia Mueller, Associate Director
- Weekly Interactions: Instructor for each course.
- GMMM6500: Any GMM instructor depending on the key themes of the study.

All the instructors involved in the programs have significant experience in guiding students in experiential learning projects and are familiar with the issues and challenges that often arise in these settings as well as the support needed to ensure the successful achievement of learning outcomes.

- c) *Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university;*

Physical Space

Given the nature of the blended delivery format as well as the expected class sizes in the program, space constraints are not an issue. The program will be housed in the newly constructed Rob and Cheryl McEwen Graduate Study & Research Building, which added 3 large classrooms (one with hyflex technology) and 4 seminar rooms to the number of existing classrooms already available. Adjacent to these classrooms are 8 small group breakout rooms where teams can prepare their group assignments. This space will suffice for the in-person portion of the first term 1.5- credit course (GMMM5100 Metals and Minerals in the Global Economy); furthermore, the combination of different room modalities will also enable us to utilize the new building for the second residence. Thus, space will not be a concern for the program for the foreseeable future.

For the in-person delivery of the first residence off-site, local partners will be sought to facility with the logistics of the program delivery. The area has already connected with several education institutions as potential partners. Therefore, the availability of physical space for the first residence will not be a challenge.

Staff Resources

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

The area will work closely with the School's Career Development Centre (CDC) to ensure that students are provided with support in their career aspirations. Furthermore, the area will also work with the CDC to develop additional resources were needed and to organize career focused sessions in collaboration with the GMM-focused student club (Schulich Canadian Institute for Metals, Minerals and Petroleum CIM Student Chapter). GMM Instructors and program guest speakers will continue to offer support through advising, mentoring, and coaching of students throughout their career path.

- d) *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and*

The currently available resources, such as S&P Global Market Intelligence offer excellent opportunities for students to use current industry data in their research. Other generally available databases at the library, such as Bloomberg, and academic databases provide the necessary access to information to add to industry-specifics. No

additional resources are required at this time. A library statement in this regard is attached to this package in Appendix G.

The area intends to collaborate with the library in creating engaging, asynchronous support material to assist students in their learning journey. This will include videos and presentations that guide students through the research process and available resources associated with assignments and projects in this program.

- e) *If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.*

It is expected that some additional administrative work will arise from the implementation of this program. For example, the application and admissions process as well as the logistics and management of residences. These will be covered by existing area staff; however additional resources may be required with growing application and enrolment numbers.

2.7 Resources for graduate programs only (QAF 2.1.2.7)

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

Provide 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, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Where appropriate to the program, explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

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

The area is working with industry to ensure that additional financial support in the forms of stipends, awards, and scholarships will be available to GMM students, especially those from diverse backgrounds or less-developed nations.

2.8 Quality and other indicators (QAF 2.1.2.8)

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

The GMM Diplomas are focused on experiential, industry-focused education that allows current and future leaders to apply their learnings in their roles in companies where metals and minerals play an important role. With this focus in mind, the GMM faculty consists of experts in various fields of business within the metals and minerals industry. The area prides itself in its ability to provide student mentoring and coaching and it is expected that this will grow further as a result of the program structure.

The development of the program was undertaken in close collaboration with faculty members from the School, York University, and other educational institutions to ensure academic integrity. Amongst the GMM instructors, the area can count a former CEO and Chairman of a global copper mining company; an experienced strategy and leadership advisor with executive and academic teaching and research experience, who is currently pursuing a PhD at the cross-section of Mining Engineering and Business at Queen's University; a recognized leader in responsible mining with expertise across stakeholder groups, including mining companies, the non-profit sector and communities with global teaching and facilitating experience; a former executive in the metals and minerals sector with over 40 years of experience in global mining firms in project evaluations, and project engineering with 20 years of teaching experience; and an economist and capital markets expert with expertise in mineral finance, policy analysis government regulations, and ESG, and international teaching experience.

Regular program reviews of the program structure, program objectives and curriculum with faculty, industry, alumni, eLearning specialists and Schulich Executive Education Centre (SEEC) representatives will ensure that the program remains relevant to industry while providing students with insights from current research. Increased research within the GMM group will provide additional support throughout the program offerings.

APPENDICES:

- Appendix A Support Letters
- Appendix B Program Structure Description
- Appendix C Program Objectives and Learning Outcomes
- Appendix D Short Descriptions GMMM Courses
- Appendix E Course Outlines GMMM Courses
- Appendix F Instructor CVs
- Appendix G Library Statement

I am in full support of these new diplomas. I believe the proponents have a clear vision and rationale for the Global Metals and Minerals Management program at Schulich, and there are many aspects that I commend about the proposed plan, including i) the widening of the focus to appeal to a broader constituency of students as well as a broader range of issues and topics ii) the embedding of blended delivery modes in the program, and iii) the design of the program that is well calibrated to student demographics. These aspects also ensure that these new offerings will align well with the School's and the University's strategic plans, particularly with regard to enrolment and growth of e-learning and experiential education opportunities.

Signature of Dean/Principal of the Faculty (or Faculties if relevant):

Detlev Zwick, Interim Dean



Date: September 7, 2021



lundin mining

February 2, 2022

Ms. Claudia Mueller

Associate Director, Global Metals and Minerals Management, Schulich School of Business, York University

RE: Letter of support for the Post-Graduate Diplomas in Metals and Minerals Management at the Schulich School of Business, York University

Dear Claudia,

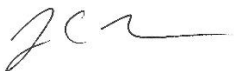
I am pleased, on behalf of Lundin Mining, to support the new one-year Post-Graduate Diplomas in Metals and Minerals Management (GMM) at the Schulich School of Business. The development of a new generation of leaders, focused on the responsible development, processing and use of metals and minerals is an important aspect in meeting the required leadership skills in the mining industry. With the changes and emerging trends that the industry is experiencing, a shift in mindsets to include the broader uses and end-consumers of metals and minerals serves to create a pool of well-prepared future leaders.

These changes have also underscored the importance of greater collaboration among stakeholders along the metals and minerals value chain. The program can prepare graduates to serve as important change agents to develop and execute successful business models for metals and minerals companies of the future.

The COVID-19 pandemic, along with learning trends in the past number of years, has also further highlighted the need to deliver educational programs in more flexible, accessible, and experiential formats to ensure that applied learning is possible for global audiences. The proposed program structure will provide these opportunities to professionals in the industry without compromising their work responsibilities and will offer ways to break down silos between functional areas prevalent in many organizations in the mining industry. Given the global nature of our industry, the ability to complete the program in a blended format is an important step in the further development of our talent and the advancement of our industry.

I look forward to the launch of this program and I hope to see its graduates make transformational impacts in the mining industry. We fully expect to leverage this opportunity with our current and future leaders.

Regards,



Jean-Claude (JC) Lalumiere

Corporate Office

150 King Street West, Suite 2200, P.O. Box 38, Toronto, ON M5H 1J9
Phone: +1 416 342 5560 Fax: +1 416 348 0303
lundinmining.com

From: Don Ewing <Don.Ewing@fqml.com>
Date: February 3, 2022 at 5:49:52 AM MST
To: Richard Ross <rrross57@me.com>
Subject: RE: Schulich GMM Diploma

Hi Richard

Re: Schulich GMM Diploma

Many thanks for your time and conversations regarding the above program. The proposed course described is certainly one First Quantum would be very interested to recommend to our leadership workforce. The offering of remote study with webinars/classes alongside full-time MBA students is a very attractive proposition, providing an 'MBA quality experience' whilst students remain in situ putting theory into practice. The course content discussed including mine financials/valuations/sustainable practices is very relevant to the level of manager we would look to propose, and providing them with tailored industry/company appropriate content is key to our/their/your success.

I would hope that when the Diploma commences in March 2023 we will recommend a number of our global management team to be part of your first intake but fully understand there will rightly be a rigorous approval process to ensure we are setting up our recommendations for success.

Once you have approval for the course to commence I would appreciate a call to discuss the application process for First Quantum candidates

Regards
Don Ewing

Business Partner
First Quantum Minerals

February 2, 2022

Ms. Claudia Mueller

Associate Director, Global Metals and Minerals Management, Schulich School of Business, York University

RE: Letter of support for the Post-Graduate Diplomas in Metals and Minerals Management at the Schulich School of Business, York University

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These changes have also underscored the importance of greater collaboration among stakeholders along the metals and minerals value chain. The program can provide graduates that are well prepared to serve as important change agents to develop successful business models for metals and minerals companies of the future.

The COVID-19 pandemic has also further highlighted the need to deliver educational programs in more flexible, accessible, and experiential formats to ensure that applied learning is possible for global audiences. The proposed program structure will provide these opportunities to professionals in the industry without compromising their work responsibilities and will offer ways to break down silos between functional areas prevalent in many organizations in the mining industry. Given the global nature of our industry, the ability to complete the program in a blended format is an important step in the further advancement of our industry.

I look forward to the launch of this program and I hope to see its graduates make transformational impacts in the mining industry.

Regards,



Amanda Abballe
VP, Human Resources
Anaconda Mining Inc.
aabballe@anacondamining.com
416-995-5523

Hi Richard,

I think your idea to make a more condensed diploma format for the mining management program is a great idea. As a graduate of the inaugural Global Mining Management MBA and having a finance background, I think it would add a lot of value for professionals working in industry looking to enhance their skillset and marketability both within their organization and outside of it too. I took a look at other mining diploma programs and it doesn't look like there is much available. It is a very unique offering and allowing potential students to circumvent an entire MBA I think brings in a different set of students that could complement those doing the program in the MBA format.

I'd be happy to discuss my views on the program further with you or anyone else from Schulich if interested.

All the best and happy holidays to you and the family,

John

John Sclodnick

Vice President, Mining & Metals

C : 647-206-1542

Research Equity Group

Capital Markets

Desjardins Securities Inc.

Desjardins Group

March 9, 2022

Ms. Claudia Mueller

Associate Director, Global Metals and Minerals Management, Schulich School of Business, York University

RE: Letter of support for the Post-Graduate Diplomas in Metals and Minerals Management at the Schulich School of Business, York University

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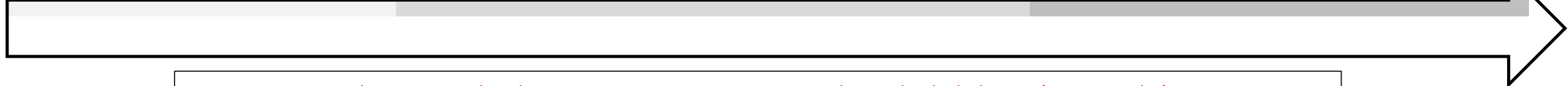
Regards,



Principal – Global Mining and Metals Practice

Odgers Berndtson

Term 1 (Winter Term, January to April)	Term 2 (Fall Term, from September to December)	Term 3 (Between January and August of the following year)
<p><i>GMMM5100 1.5</i> Metals & Minerals in the Global Economy</p> <ul style="list-style-type: none"> • Half credit course • Fully online • Introduces foundations of program • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations, and online classes • Asynchronous video material includes Section I: Mining Life Cycle of the GMM Metals and Minerals Fundamentals Video Series 	<p><i>GMMM6100 1.5</i> Strategies for Wealth Creation in the Metals & Minerals Industry</p> <p><i>GMMM6200 3.0</i> Financing Mineral Development</p> <p><i>GMMM6300 3.0</i> Stakeholder Collaboration for Responsible Mineral Development & Use</p> <p><i>GMMM6400 1.5</i> Organizational Excellence in the Metals & Minerals Industry</p> <ul style="list-style-type: none"> • All four courses taught integrated into weekly topics • Online and in-person • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations, and online classes • Asynchronous video material includes Section II: Products of the GMM Metals and Minerals Fundamentals Video Series • In-person components for all classes integrated into two residences • Residence I held off-site at the beginning of the term • Residence II held on Keele Campus at the end of the term 	<p><i>GMMM6500 3.0</i> Applying Strategy in Metals & Minerals</p> <ul style="list-style-type: none"> • Full credit course • Fully remote • Individual research study with weekly individual coaching by instructor • In-depth application of concepts and learnings from other GMMM courses • Allows students to apply learnings to their own organizations or other companies



Please note: The above GMM program structure applies to both diplomas (type 2 and 3)

		GMMM 5100	GMMM 6100	GMMM 6200	GMMM 6300	GMMM 6400	GMMM 6500
		Integrated Fall Semester					
<p>Program Objectives</p> <ul style="list-style-type: none"> To develop leaders who will ensure the responsible development and use of metals and minerals globally. To provide a world-class global business education to current and future leaders in companies where metals and minerals play an important role. 	<p>Program-level Learning Outcomes 1 Graduates demonstrate excellent leadership skills, including the ability to:</p>						
	<p><u>Communicate</u> create engaging reports and presentations for diverse audiences.</p>	X			X		X
	<p><u>Collaborate</u> identify, develop and enable collaboration opportunities.</p>	X			X		X
	<p><u>Develop Self-Awareness</u> use reflection and other feedback to continuously learn and improve their skills.</p>	X			X		
	<p><u>Make Decisions</u> make sound decisions based on reliable information, analysis, and evaluation.</p>	X			X		X
	<p>Program-level Learning Outcomes 2 Graduates behave as responsible business leaders, including the ability to:</p>						
	<p><u>Make Responsible Choices</u> support the responsible development and use of metals & minerals.</p>				X		X
	<p><u>Create Superior Wealth</u> create strategies for superior wealth creation in the metals & minerals industry.</p>				X		X

	<u>Ensure Equitable Distribution to Stakeholders</u> collaborate with stakeholders to ensure benefits are shared by all.	X	X	X
	<u>Foster Organizational Excellence</u> The ability to assess, develop and enable organizational excellence models for successful strategy implementation.	X	X	X
	Program-level Learning 3 Graduates of the program achieve global perspectives, including the ability to:			
	Analyze the critical role of metals & minerals in the global economy	X	X	X
	Distinguish and connect the various elements of the global metals & minerals value chain, from mine to end-consumers.	X	X	X
	Relate to and work with people from diverse backgrounds and in diverse business environments.	X	X	

GMMM5100 1.5 Metals and Minerals in the Global Economy

This course provides students with an understanding of the metals and minerals industry and its impact on the global economy. We examine the mining life cycle and the defining characteristics of the metals and minerals industry which address all aspects related to the discovery and production of metals and minerals. We also explore the materials life cycle which starts with metals as the raw materials for industries that produce products that are vital to society. We then explore the relationships between companies that produce metals and those that consume metals.

GMMM6100 1.5 Strategies for Wealth Creation in the Metals and Minerals Industry

Using the GMM Strategy Framework, students analyse, assess and develop strategies that metals and minerals companies employ to create wealth over the long term for stakeholders.

GMMM6200 3.0 Financing Mineral Development

This course provides an understanding of financing strategies that metal and mineral companies utilize to develop mineral resources. This includes the evaluation of mineral properties, financial statement analysis of metal & mineral companies as well as the financing instruments that are unique to the metals and minerals sector.

GMMM6300 3.0 Stakeholder Collaboration for Responsible Mineral Development and Use

Students analyze and assess the role that stakeholders have in determining the strategies of metals and minerals companies and the critical role of collaboration in seeking outcomes that benefit all stakeholders. Students learn responsible business practices, specifically focusing on the strategies, skills and methods used to bring together stakeholder groups with divergent views and values.

GMMM6400 1.5 Organizational Excellence in the Metals and Minerals Industry

In this course, students learn to develop Organizational Excellence Models for metals and minerals companies. They learn to implement the strategic choices metals and minerals companies make through the development of key elements of Organizational Excellence. This includes the identification, development, and measurement of elements of Organizational Excellence in the metals and minerals industry as well as the creation of supporting organizational structures and governance mechanisms.

GMMM6500 3.0 Applying Strategy in the Metals and Minerals Industry

This course is the integrative research project for students in the GMM specializations and diploma. It allows students to deepen their understanding of the subjects and methods learned in other GMM courses. Students gain firsthand, problem-focused experience on the application of the concepts taught in the GMM program.

**Schulich School of Business
Global Metals & Minerals Management**

**Response to
The Senate Academic Policy, Planning & Research Committee
September 29, 2022 Meeting Request**

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Appendices:

- I. GMM Stakeholder Working Group bios and support letters
- II. Additional support letters

October 16, 2022

1. INTRODUCTION

We understand that in the APPRC Committee meeting of September 29, 2022 our letter response of June 8, 2022 was satisfactory with the following exception:

“At its meeting on 29 September, the Senate APPRC Committee resumed its review of the Diploma in Global Metals and Minerals Management aided by the additional information provided by you in response to the Committee’s initial discussion of the program. The response was helpful in addressing questions that emerged. A primary request from the Committee last spring was to receive statements of support from members of Indigenous communities and environmental agencies who are invited and able to participate in the curriculum of the program. Confirmation of their participation in the delivery of the Diploma through such statements will enable APPRC to finalize its concurrence.”

2. OUR RESPONSE

As we indicated in our June 8, 2022, we believe that exposing students to individuals with diverse perspectives and experiences is critically important in teaching them effective collaboration skills with stakeholders and responsible business practices.

To ensure that teaching objective is grounded permanently in the GMM we have decided to go beyond your request for support statements. We believe that there needs to be a formal mechanism within the GMM that ensures our students are exposed to credible, independent and diverse perspectives today and for many years to come.

We are therefore pleased to inform you that we have established the GMM Stakeholder Working Group.

3. THE GMM STAKEHOLDER WORKING GROUP

i. Composition

The GMM Stakeholder Working Group (“Working Group”) will ensure our students experience, in our program, the diversity of stakeholders they will face as their careers progress in the Metals & Minerals Industry. It will start with the Working Group itself. The Working Group will include individuals who are Indigenous, or have experience working with Indigenous Peoples, as well as individuals who are well versed in all aspects of ESG regulations and practices in the Metals & Minerals Industry. The Working Group will also reflect gender and cultural diversity.

Schulich School of Business
Global Metals & Minerals Management

Four people have already agreed to join the Working Group. Two of these individuals are Indigenous and the other two have significant experience and involvement with Indigenous Communities. All four are also well versed in environmental impacts, regulations and the Metals & Minerals Industry performance in that regard. All four have worked in remote areas and understand the social impacts arising from resource development and extraction. The gender and cultural diversity goal is also met in these four individuals.

We tried to capture a few points below, which we thought illustrate the quality of individuals we have attracted and the value they bring to ensure a diversity of views and a commitment to the values that we teach our students about respect for people and respect for the environment. Their agreement to join the Working Group as well as their full bios can be found in Appendix I.

Glenn Nolan

Glenn served 9 years as chief of the Missanabie Cree, his home community, as well as the first Indigenous person to be president of the Prospectors and Developers Association of Canada. Glenn's ability to relay his experiences in capacity building for communities, while promoting safe and responsible mining practices, will be invaluable for our students. Of particular relevance to our Sudbury 2023 Residence, Glenn is the Vice President Government Affairs for the Ring of Fire. His knowledge regarding Northern Ontario mineral development and contacts within the First Nations and Government Agencies involved will be very helpful.

Ruby Littlechild

Ruby is a Treaty no. 6 grassroots member of the Ermineskin First Nation. She is also the National Director, Indigenous Relations for SNC-Lavalin. Ruby has a particular interest in Equity, Diversity and Inclusion and building trust with Indigenous communities. These are critical capabilities that our students learn to ensure that, as future leaders, they can build effective organizations and have constructive relations with stakeholders and rightsholders.

Sujane Kandasamy

Sujane is a health research methodologist and intersectional environmentalist who is passionate about Indigenous health particularly with respect to chronic disease risk factors. As co-founder of The Starfish Canada, Sujane is also passionate about working with educators and youth to develop a dialogue around how environmental issues intersect with other components of our society such as health, economics, politics, culture and peace. Given her youthful exuberance, Sujane will be an excellent role model for our students.

Schulich School of Business
Global Metals & Minerals Management

Ben Chalmers

As Senior Vice President for the Mining Association of Canada (MAC), Ben brings his knowledge and experience of MAC's Towards Sustainable Mining (TSM) initiative. TSM is leading the way, globally in improving the performance of companies in areas such as: Biodiversity, Climate Change, Indigenous and Community Relations, Safety and Health, Water Stewardship and Tailings Management. The Working Committee will be able to leverage off of Ben's and MAC's partnerships with organizations such as the Assembly of First Nations, Canadian Aboriginal Minerals Association and the Canadian Council for Aboriginal Business. Ben and MAC also have strong relationships with senior officials in Aboriginal Affairs and Northern Development, The Canadian Environmental Assessment Agency, Environment Canada and Fisheries and Oceans to name a few. As past Chair of the Mining Association of Canada, I am particularly thrilled by Ben's desire to support the GMM.

The first task of the Working Group is to assess the composition of the Working Group and to determine what other skills or backgrounds they require to fulfill its mandate. The Working Group will then reach out to other potential members and decide ultimately on the full composition of the Working Group. The Schulich GMM staff will not be involved in this process to ensure that the Working Group is unfettered to structure itself as it sees fit.

The other initial task of the Working Group is to agree on its mandate and terms of engagement. We are tabling the following to initiate that discussion, but it will ultimately be up to the Working Group to make this determination.

ii. Mandate

The GMM Stakeholder Working Group ("Working Group") will make recommendations relating to the GMM curriculum and selection of guest speakers to ensure the inclusion of diverse views and world-class environmental and social practices in relation to mineral development, extraction and use.

iii. Terms of Engagement,

- The initial term of each Member will be two years, renewable annually by mutual agreement of all Working Group Members.
- The Members will select a Chairperson for the Working Group. The Chairperson will not be an employee of the Schulich GMM to ensure an unbiased and open discussion at all meetings.
- The Members are responsible for identifying new Members and the composition of the Working Group.

Schulich School of Business
Global Metals & Minerals Management

- The Working Group will meet monthly or as often as they deem necessary. An agenda will be circulated and agreed upon in advance of the meeting.
- Minutes of the meetings will be kept and circulated to all Members and be available to any other interested party.
- The recommendations of the Working Group will be arrived at by consensus.
- The Members will be available to meet with students and to share their views and perspectives, particularly during the annual Residences.
- The Members will not receive any compensation other than the reimbursement of out-of-pocket expenses.

4. ADDITIONAL SUPPORT LETTERS

Since the last Committee meeting, we have also received other support letters (see appendix II) from the following individuals who represent our broader stakeholder group:

Jane Church – Corporate Engagement Manager of Nature United and the Co-founder Net Positive. Jane has led collaborative dialogue and problem-solving with Indigenous and other affected communities and governments on the social impacts of natural resource development.

Qasim Saddique – Principal Suslop Inc. Qasim advised the First Nations Proponents on the development of the all-season road in Northern Ontario as part of the Ring of Fire development. Qasim is also a graduate of the GMM. Qasim did not have any experience in the Metals & Minerals Industry when he took our courses. He has leveraged off this experience to create an organization that finds equitable solutions between the Metals & Minerals Industry and its stakeholders.

5. CONCLUSION

We are at an important stage regarding the approval process for the GMM Graduate Diploma. For the GMM Graduate Diploma to commence in 2023, the advertising and recruitment of students and the organization of the Sudbury Residence should commence this Fall. We hope that the Committee is now in a position to support the GMM Graduate Diploma so we can initiate these activities shortly.

From our perspective we believe the formation of the Working Group and additional support letters accomplishes the following:

- Tangibly demonstrates our strong commitment to the inclusion of diverse views and responsible environmental and social practices in the GMM.
- Illustrates the depth of contacts we have in a broad and diverse set of stakeholder groups.
- Affirms the reputation we have established over the eleven years of the GMM Program to teach students effective collaboration skills with stakeholders and responsible business practices.
- Ensures our students now, and in the future, will have the opportunity to hear perspectives from a broad and diverse group of individuals and to learn about world-class environmental and social practices.

I trust this aligns with your perspectives as well.

Thank you on behalf of the entire GMM Team.

Richard Ross
GMM Program Director
October 16, 2022

From: Glenn Nolan gnolan@rofmetals.com
Subject: Re: Schulich Global Metals and Minerals Management Program - Support Letter
Date: October 14, 2022 at 3:35 PM
To: Claudia Andrea Mueller cmueller@schulich.yorku.ca
Cc: carolyn.a.burns carolyn.a.burns@gmail.com, rross57 rross57@me.com



To Whom It May Concern,

With this letter, I am indicating my support for the Global Metals and Minerals Management Program.

I have been involved in the mining industry for over four decades. I have witnessed firsthand the importance of progressive and respectful community engagement in Canada and operations in Latin America and Africa. I have also witnessed the change in many mining companies, working across the globe to build lasting and sustainable operations with locally affected communities, including indigenous communities. Those operations included capacity building for communities and training and education programs for individuals, all the while promoting safe, responsible mining practices. The need for critical minerals as the world transitions to a low-carbon economy demonstrates the importance of more inclusive and sustainable development operations.

The GMM program is building an innovative and collaborative curriculum promoting the inclusion of diverse perspectives and a focus on responsible leadership. This can potentially have a positive impact on mining professionals and professionals who support communities in discussions with mining project proponents.

I have been invited to become part of the GMM working group to provide advice on the further development of the program and, when appropriate, as a guest lecturer in the courses associated with the program. I look forward to contributing to the development of future leaders in the industry. Please do not hesitate to reach out to me should you have any questions.

Glenn Nolan
VP Government Affairs

RING OF FIRE
METALS

C: 807 633 3387
rofmetals.com

From: Littlechild, Ruby <Ruby.Littlechild@snclavalin.com>
Sent: October 13, 2022 8:10 AM
To: Claudia Andrea Mueller <cmueller@schulich.yorku.ca>
Subject: RE: Schulich School of Business Global Metals and Minerals Management Program - Outreach

Claudia,

Yes, I would be happy to join the working group. Count me in. Let me talk to some associates, who would be able to assist as well.

I will be in touch!

Ruby Littlechild, *MBA, M.Ed, BA*
National Director - Indigenous Relations
Engineering Services – Canada
Engineering services

Tel.. 780-436-9400 x 57305
Cell.. 587-334-8078

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   [snclavalin.com](https://www.snclavalin.com)

From: Sujane Kandasamy sujane@thestarfish.ca 
Subject: GMM Working Group
Date: October 14, 2022 at 5:36 PM
To: Richard Ross rross57@me.com, cmueller@schulich.yorku.ca



Dear Richard,

It was a true pleasure to meet with you to learn more about your journey and this incredible initiative. I'm pleased to express my support for the Global Metals and Minerals Management (GMM) Program.

I believe that the mining industry is in urgent need of educational programs and training that interweaves diverse perspectives and multi-sector priorities. Strengthening these dialogues will pave pathways toward evidence-informed and experience-empowered environmental solutions.

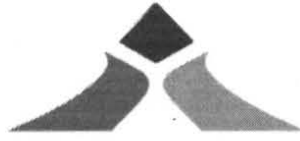
I approach this work as a community-builder, researcher, NGO lead, and 'gently walking' visitor on this land we call Canada. I believe it is vital for current students and trainees to engage with interdisciplinary voices, build-upon diverse ways of thinking, and propel thoughtful innovations. This program has immense potential to educate, engage, empower, and inspire students to undertake informed and forward thinking practices throughout their careers.

I have been invited to become part of the GMM working group to provide advice on the further development of the program and, if possible, guest speak in the courses associated with the program. I am looking forward to contributing to the development of future leaders in the industry.

I have attached my bio to this email. Please do not hesitate to reach out if you have any questions or comments.

Sincerely,
Sujane

--
Sujane Kandasamy, MSc., PhD
Co-founder & Director of Education, The Starfish Canada
W: www.thestarfish.ca
E: sujane@thestarfish.ca
Post-doctoral Researcher
Infant, Child & Youth Health Lab
Brock University/McMaster University



The Mining Association | L'association minière
of Canada | du Canada

Oct 17, 2022

Richard Ross
Director, Global Metals and Minerals Management
Schulich School of Business
ross@schulich.yorku.ca

Re: Support of Global Metals and Minerals Management Program and Executive Graduate Certificate Proposal

Dear Mr. Ross

Thank you for sharing the news about the proposed graduate certificate program that would complement the Global Mining Management MBA program. As you are aware, I've been involved with the GMM MBA program since its inception, having participated in the early design work and have valued the opportunity to support the program ever since, including as a guest lecturer.

The GMM MBA program was the first of its kind to offer a unique MBA that brought together a mining specialty and strong integration of sustainability and responsible mining practices. I know first-hand that this program has brought significant value to the Canadian mining sector as I regularly encounter graduates of the program in my professional work and am continuously impressed with how they are working to advance our industry in new and innovative ways. It was my pleasure to hear that you are working to expand the program and offer new ways of delivering thoughtful leadership through a new applied graduate certificate that focuses on bringing diverse voices to the table in a delivery model that will make it accessible to more working professionals in the mining industry.

It will be my pleasure to continue to support this program. The model you shared of working with a diverse range of voices and perspectives to educate students in this new program aligns closely with how the Mining Association of Canada works with our stakeholders and rights holders across Canada and will likely set up opportunities for collaboration between MAC, our industry and this new program.

As you know, one of the keys to MAC's success with the Towards Sustainable Mining Standard has been the ongoing engagement we have with our Community-of-Interest Advisory Panel. This COI Panel consists of twelve individuals from across Canada representing Indigenous people, environmental and social NGOs, organized labour, mining communities, academia and the investment community. Our experience with

mining.ca

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this type of deep multi-interest engagement over a long duration (the panel has been operating for almost 20 years) is something that I believe will benefit the new Global Metals and Minerals Management Program. I look forward to supporting the program as it moves forward and would be pleased to participate on a GMM Stakeholder Working Group.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ben Chalmers', with a long horizontal flourish extending to the right.

Ben Chalmers
Senior Vice President
Mining Association of Canada

To Whom it May Concern,

I am writing to express my support for the proposed changes to the Schulich School of Business Global Mining Management Program.

I lead Corporate Engagement for the Canadian affiliate of the world's largest conservation organisation and have been working in the natural resource space for over 15 years. Over the course of my career I have worked to support civil society, affected communities, Indigenous Peoples, and companies that are committed to responsible mining. I have been involved in the GMM program for many years, as a guest lecturer and as an informal advisor and a friend of the program. I have shared ideas, challenges and support to the team as it relates to responsible mining practice.

One of the biggest challenges I have seen in the sector is a lack of training and alignment as it relates to responsible mining. If we are going to achieve a just transition to our low-carbon economy we need to ensure that leaders in all sectors, including the private sector, have the skills to work collaboratively, understand perspectives and concerns of other stakeholders and rightsholders, manage the impacts associated with natural resource development and share the benefits.

In my view, the GMM, including the proposed changes, has built this foundation into the program through curriculum design and delivery. This includes, but is not limited to the guest speakers and reading material that share diverse perspectives and experiences on issues with students, the teaching style as well as assignments. The team invites ideas and challenges - they are very receptive to criticism and have made on-going improvements to the program that reflect the changing nature and expectations of responsible mining.

I look forward to continuing to support the GMM Program and shape future decision makers in the mining sector. Please feel free to reach out if you have any questions or comments.

Sincerely,

Jane Church

Jane Church

Corporate Engagement Manager

jane.church@tnc.org

+1 416 660 6801

Nature United

366 Adelaide East

Suite 331

Toronto ON

M5A 3X9

October 17, 2022

From: Qasim Saddique, Principal Consultant, Suslop Inc. and Schulich School of Business Global Metals and Mineral Management Program alumnus

To: Richard Ross, Director Global Metals and Mineral Management Program and Claudia Mueller, Associate Director Global Metals and Mineral Management Program, York

Re: *Support for Global Metals and Minerals Management Program*

Dear Richard and Claudia,

I am writing to express my support for the Global Metals and Minerals Management Program (GMM).

As you both know, I have significant direct experience with the program since 2013. I took the program as a specialization for my MBA from the Schulich School of Business at York and graduated in 2013. Since then, I have participated in different activities as an alumnus, including as an instructor for the program for 2 years, and I continue to work in the Canadian mining industry. I know that my career in the mining industry and in my work with Indigenous nations is a function of the training and education I received through the GMM program.

I believe that the mining industry is in urgent need of educational programs and training that emphasize the role that responsible mining practices will play in the global transition to a low carbon economy. Within our own backyard, the mining industry plays an important role in economic reconciliation with Indigenous people. That is made possible by visionary leaders who believe in responsible business practices. Fostering such responsible, ethical business practices within its students is a key feature of the GMM program.

The program has built an innovative and collaborative curriculum that can ensure the inclusion of diverse perspectives with a focus on responsible leadership. The idea of a residency in a community where students can interact with and learn from industry stakeholders is as deep an experiential learning as any I have ever heard of. You are essentially offering education in a few short days that can otherwise take months or years under the right condition.

On behalf of a professional services firm working in the mining industry and with Indigenous communities, I can confidently say that this education can have a significant positive impact on mining professionals and professionals who support communities in discussions with mining project proponents. It is vital technical knowledge and ethical training that can significantly move the needle on the progress the mining industry makes towards meaningful sustainability initiatives.



I look forward to supporting the program's new structure in any form that I can. Please do not hesitate to reach out if you have any questions about my support.

Sincerely,

A handwritten signature in black ink, appearing to read "Qasim Saddique". The signature is fluid and cursive, with a long horizontal stroke at the end.

Qasim Saddique

Undergraduate Certificate in Educational Development Proposal September 2021

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

This Undergraduate Certificate in Educational Development will be offered as a Professional Certificate for students enrolled in the BA Educational Studies program in the Faculty of Education.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

“Educational Development” is a term commonly used in the field of educational studies, community development, workplace learning, and adult education. Educational Development is a sub-discipline of educational research and practice mainly concerned with enhancing the design and development of broad educational programs in post-secondary and adult learning contexts. Those who work in Educational Development are often called *educational developers* but are also known by other titles (e.g., academic developers, curriculum specialists, instructional designers). This Certificate acknowledges a focused study of the field of Educational Development.

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

The Certificate will incorporate knowledge, skills and attitudes necessary for a successful career as an educational developer. The program will encourage students to incorporate practices intended to address systemic racism in education and to ensure consideration of diversity, equity and inclusion with a particular emphasis of issues around decolonizing educational settings. The courses that make up the Certificate introduce the educational theories; adult education; facilitation, coaching, and counseling skills; necessary to facilitate meaningful change in teaching and learning in post-secondary institutions, community-based organizations, and other contexts of adult learning. Completion of the Certificate does not guarantee entry into the profession as many situations require further study (e.g., Masters).

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

The certificate will make York University the leader in providing a credential focused on the work of a large and growing group who support teaching and learning in Colleges and Universities as well as in not-for-profit organizations and commercial settings. The proposed certificate aligns with the Faculty of Education’s mission to reinvent education for a complex and diverse world and contributes to these goals of the Faculty of Education (Faculty of Education Strategic Plan 2016 - 2021 <https://www.yorku.ca/edu/wp-content/uploads/sites/28/2020/08/Strategic-Plan-2017.pdf>)

Enhance our standing and reputation. Educational Developers are members of a rapidly growing community of practice embedded in diverse and ever-changing contexts of adult learning. Currently, preparation programs for educational developers are offered mainly by for-profit companies that focus on skills rather than taking a critical stance to education and developing skills and knowledge that make educational developers adaptable to various situations and circumstances. York University’s Faculty of Education can make a significant impact on the field by ensuring that educational developers have a solid theoretical and conceptual grounding in their work, enabling them to operate flexibly and responsively to the educational settings they encounter.

Broaden and deepen our relationship and engagement with our community and professional stakeholders. As members of a wider community of educators, educational developers find themselves working as teachers, researchers, faculty support, coaches, evaluators, and facilitators of learning. They promote scholarship of teaching, learning, and research which reaches beyond K-12 contexts and across international

realms. Establishment of the certificate will reaffirm the Faculty's commitment to working with a broad community of educators in diverse and complex institutional contexts.

Develop innovative program structures, pathways and means of delivery that enhance the relationship between existing programs and seek to develop new areas of specialization and focus. The proposed certificate will be housed within the BA Educational Studies program of the Faculty of Education and can be taken concurrently with the degree program. This delivery model will not only enhance the offerings of the program but will also refine its focus on learning that takes place beyond K-12 settings. At the same time, it will allow enrolled students to envision a new professionalization pathway as they complete their studies. The certificate will encompass theory, practice, and experiential learning opportunities.

The proposed certificate is also in alignment with the University's Academic Plan 2020 to 2025 (<https://vpap.info.yorku.ca/files/2020/06/Building-a-Better-Future-YorkU-UAP-2020-2025.pdf>), as it contributes to the achievement of all six of the priorities:

1. **21st Century Living: diversifying whom, what and how we teach.** This Undergraduate Certificate marks a move into an area of work that has not previously been supported by programs at York University. Despite existing professional bodies (e.g., Educational Developers Caucus) offering ad-hoc professional development, currently there are no academically rigorous programs or formal academic certifications offered for those who work or would like to work in Educational Development. This new Certificate will mark York out as a trail blazer in the field. Furthermore, as the program explicitly addresses issues of decolonization, diversity, inclusion and equity, students will be challenged to question received notions of whom, what and how we teach both from the perspective of being students and as future professionals advising instructors in their teaching.
2. **Knowledge for the future: from creation to application.** The format of the proposed Certificate in Educational Development combines theory, practice, and experiential learning opportunities. Graduates with this certificate will be able to demonstrate their capacity to support instructors, teaching assistants and all who teach in an adult education setting, in Post-Secondary Education, as well as in not-for-profit and commercial sectors.
3. **From access to success: next generation student supports.** This Certificate will offer students in the BA Educational Studies program a new career option that may not currently occur to them. While 70% of current students voice an interest in K-12 teaching this Certificate offers an option to the other 30% who wish to work with adults (Appendix D Market Survey). The Certificate will equip future developers with the knowledge and skills needed for the design and development of high-quality learning experiences not only in post-secondary institutional contexts but also in a diverse range of educational and training settings. This flexibility of career options speaks to the potential for student employment success upon the completion of the certificate.
4. **Advancing global engagement.** The texts and resources used in the required courses are sourced from the global educational development community, including those in open access and developed under Creative Commons licensing. There will be many opportunities for students to learn about, and from, developers in different countries, which draw upon different real-world experiences.
5. **Working in partnership.** In developing the Certificate, the University is taking the lead in identifying and reifying the cannon of "educational development" knowledge and practice. In doing this the course designers work closely with professional organizations that represent educational developers in Canada, the US, the UK, Ireland and Australasia.
6. **Living well together.** The ethos behind the development of this Certificate is one of partnership, shared responsibility, and teamwork. It is also a commitment to addressing social ills of racism and exclusion, through the medium of education.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

While there are over 40 Undergraduate Certificates offered at York University, this will be one of two to be offered by the Faculty of Education. . (In the Undergraduate program, there is currently a Certificate of Completion in Educational Studies and a Specialization in International Education.) There are no other Credit bearing University level Certificates available in this area at York University, or any other university in Canada. The School of Continuing Studies does offer a Certificate in Learning Experience Design, but as is made clear in the letter of

support from Christine Brooks-Cappadocia (see appendix B), the areas of study, while related, are distinct from this proposal.

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

Educational Development is the field of support for those who teach in Higher Education (Post-Secondary Education, PSE), community-based settings, workplace learning and other contexts of adult education. Many Universities and Colleges have centres for the support of teaching; York University's own Teaching Commons was formed in 2012 supporting faculty and teaching assistants across the university and producing scholarship on teaching and learning through publications and conferences. In the pandemic of 2020 instructors were required to move teaching online with very little notice. Educational Developers were called on to support instructors, and in the process their professionalism, skills and knowledge came to the fore. In the year 2020 over 300 new Educational Development posts were advertised across the country, (Appendix D OIPA analysis) with a similar spike in demand experienced across the world. This rise in profile unmasked the work that hundreds of developers had been engaged in for decades before the pandemic. But it also highlighted the lack of formal qualifications for practitioners.

Traditionally, Educational Developers have evolved into their roles with very few formal training or professional courses or qualifications available. Professional bodies such as the Educational Developers Caucus (EDC) in Canada, Professional Organizational Development (POD) in the USA and Staff and Educational Development Association (SEDA) run institutes and courses (e.g., EDC Educational Developer Institute, POD's New Developer Institute, and SEDA's Supporting and Leading Educational Change), but to date there are no formal university entry-level courses in Educational Development.

Appendix D provides data from current BA Educational Studies students and an analysis by the Office of Institutional Planning and Analysis (OIPA) of recent recruitment postings for Educational Developers. The student data (June 2021, student survey) indicates strong interest and support for a Certificate in Educational Development with 78% of the 72 responses saying they would find it beneficial to complete a Certificate alongside their degree. 73% said they were either likely or very likely to complete a Certificate in Educational Development if it were available. Regarding the three new courses, 64% said they would take 3500, 68% would take 3510 and the same percentage would take 4998 OIPA analysis confirmed the rising demand for educational developers looking at job vacancies in the last 5 years and the lack of qualifications available for educational developers

Appendix A contains letters of support for the Certificate. Particular attention is drawn to the letters from the Director of the Teaching Commons at York and the President of the Society for Teaching and Learning in Higher Education, both of whom support the provision of this certificate and attest to the need for such a qualification in the field of Educational Development.

For students taking the BA Educational Studies program this Certificate provides a pathway into the profession of Educational Development, formalizing and specifying an area of interest that aligns with the existing focus of the program. The new courses that are required for the Certificate will be available to all BA students regardless of enrolment in the Certificate, thus enhancing their knowledge of this career option. In June 2021 all current BA Educational Studies students were invited to complete a 5-question survey. A summary of the results is provided as appendix D. The survey was sent to 375 current students, just under 20% (72 students) responded.] 92% of students thought a certificate would be either important or extremely important to employers. Somewhat surprisingly, 64% said they had considered a career in Educational Development. 73% thought it likely or very likely that they would complete a Certificate at the same time as completing their BA. 64% indicated interest in taking the 3500 Introduction to Educational Development course, 68% in taking 3510 Teaching and supporting teaching online and the same percentage were interested in taking 4998 The capstone course for the Certificate.

These courses introduce students to the profession and provide them with the key skills and knowledge needed to operate professionally and ethically in the support of instructors, Course Directors and Teaching Assistants, in Universities or Colleges or develop professional development programs in not-for-profit and commercial settings.

The Certificate will be of interest to students on the Educational Studies program as a potential career path. Employers of Educational Developers such as Teaching Support Centres, commercial training companies and not for profit organizations will welcome this means to identify applicants who have a grounding in the field (see letters of support in Appendix B).

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e., year and term of initial in-take) and steady-state enrolment.

The Certificate will be offered from Fall 2023, assuming this proposal is accepted.

Of the 120 students currently enrolled each year on the BA Educational Studies (total approximately 480 students), it is anticipated that around a quarter to a third will be interested in taking the Certificate. The student survey (see Appendix D) suggests and even higher demand.

Two of the three new courses (listed in the table below) will be offered to students on the BA Educational Studies in 2022-2023. These two have been approved by Faculty Council, the third (EDST 4998) is being provided for approval with this Certificate proposal with the anticipation of offering it in 2023 – 2024 if the Certificate begins in the same year. Students who take the EDST 3500 and EDST 3510 in one year will most commonly complete the Certificate by taking EDST 4998 the following year. It is possible for a student to take all three courses in the same year, or to take either or both EDST 3500 and EDST 3510 without completing the Certificate. The numbers shown in the table below illustrate the simplest situation where all students taking the Certificate complete the courses over two years.

To complete the Certificate, BA Educational Studies students will complete 12 more credits than required for the Honours Major alone, including the three required courses listed in Appendix C.

- Honours BA (42 credits in Educational Studies) + 12 credits for the certificate
-

Year	EDST 3500 Fall	EDST 3510 Winter	EDST 4998 Fall/Winter	Total Students	Total Certificate Graduates
2022 – 23	40 students – Yr 3	40 students – Yr 3	0	40 (assuming the same students take both courses)	0
2023 – 24	40 students – Yr 3	40 students – Yr 3	40 students – Yr 4	80 (assuming the same students take both EDST 3500 and EDST 3510 and a separate group take EDST 4998)	40
2024 – 25	40 students – Yr 3	40 students – Yr 3	40 students – Yr 4	80 (assuming the same students take both EDST 3500 and EDST 3510 and a separate group take EDST 4998)	40

Assuming the Certificate is approved from Fall 2023, students will be able to count the courses already completed prior to 2023, towards the Certificate requirements.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

To meet the requirements for both an Undergraduate Certificate concurrently with a BA, students are required to complete 24 credits from courses specified as part of the Certificate, 18 at 3000 level or higher, and 12 more than required for the BA alone. Further, students are required to achieve a cumulative grade point average (GPA) equivalent to 5.00 / C+ (in the existing grade scheme, this will be 2.30 / C+ in the new grade scheme). This is in line with the current requirements for the BA (Educational Studies) program; in this degree program, students must maintain a C+ (instead of a C, which is common across the university). Since the diploma utilizes the same courses as the degree, it is intentional that the required GPA requirements maintain consistent. For reference, please refer to the [academic calendar](#):



Honours BA: 120 Credits

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

Graduation requirement: All graduates must complete a total of at least 120 credits, [with a minimum overall cumulative grade point average of 5.00 \(C+\)](#).

General education: All graduates must complete a total of 21 credits general education courses. These include: a Humanities course (AP/HUMA), a Social Science course (AP/SOSC), and a Natural Science course (SC/NATS):

- 6 credits course in Natural Science (NATS)
- 9 credits **approved general education course** in the Social Science (SOSC) or Humanities (HUMA) categories
- 6 credits **approved general education course** in the opposite category to the 9 credit course in Social Science (SOSC) or Humanities (HUMA) already taken.

It is strongly recommended that students complete the general education requirements within their first 54 credits.

Major credits: Students must complete at least 42 credits in Educational Studies including:

required courses for the Certificate provide 12 credits.

- Honours BA (42 credits in Educational Studies) + 12 credits for the certificate.

Students enrolled in the Certificate in Educational Development will meet the required 24 credits by completing the three required courses for the Certificate (12 credits) as well as the normal requirements for the BA Educational Studies. The BA Educational Studies provides the foundation for the Certificate; the three required courses provide the professional focus.

The three

The Certificate in Educational Development offers students a carefully focused curriculum with a set of choices and a clear path to completion that will allow them to build a sense of community as they move through the certificate.

The three required Certificate courses (EDST3500, EDST3510 and EDST4998) build on the solid foundations of the BA Educational Studies to provide a carefully focused curriculum which addresses the Learning Outcomes listed in Appendix A. EDST 3500 *Introduction to Educational Development* sets the scene for the profession. In this course, students learn about the history of educational development in Canada, the key theories that inform practice, and explore the required skills and attitudes for a successful practitioner. They are encouraged to take a critical stance towards the role of Educational Developer and to apply their understanding of 'Education' derived from the rest of their studies in the BA Educational Studies program. In EDST 3510 *Teaching and Supporting Teaching Online*, students explore good practice in online teaching, the fundamentals in online course development, and practice the skills required to advise others in online courses design and implementation. The proposed EDST 4998 *Advanced Studies and Practices in Educational Development* is a practical course where students who are completing the requirements for the Certificate apply their learning in authentic settings working on projects in educational development and learning to design, deliver and evaluate workshops. The remainder of the Certificate draws on the existing courses in the BA (Educational Studies) degree program, which provides a basis in Educational Studies, a key underlying component in the Certificate.

See **Appendix A** for a complete mapping of learning outcomes to the required certificate courses.

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

Assessment

As detailed in the course proposals, the required courses build on learning in the BA as a whole, and assess students' achievement of the Certificate's learning outcomes. The capstone course, EDST 4998 *Advanced Studies and Practices in Educational Development* leads to the production of a portfolio. The portfolio is produced during the course, but draws on learning from all three required certificate courses. (For those students who are enrolled on the course but who have not taken EDST 3500 and EDST 3510, this application of learning occurs concurrently as EDST 4998 runs over Fall and Winter with the other two courses offered in either Fall or Winter). On completion of the Certificate, students are equipped with a professional portfolio that evidences their experience in Educational Development. The Educational Development portfolio is informed by the EDC publication:

McDonald, J., Kenny, N., Kustra, E., Dawson, D., Iqbal, I., Borin, P., & Chan, J. (2016). *Educational Development Guide Series: No. 1. The Educational Developer's Portfolio*. Ottawa, Canada: Educational Developers Caucus.

Typical content will include:

- An Educational Development Philosophy
- Descriptions of Workshops or events planned and or delivered.
- Educational Development approaches.
- Reflections

The EDST 4998 *Advanced Studies and Practices in Educational Development* is the capstone for the Certificate only and should not be confused with the EDST 4999 Capstone course for the BA (Educational Studies) degree program. Students who are completing both the degree and certificate concurrently will be required to complete *both* courses..

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

Courses

Students are required to meet the existing requirements to achieve a BA Educational Studies, 120 credits as honours degree.

In addition, they will complete the following:

Unit	Course No.	Credit value	Short course description	Existing or New
Education	EDST 3500	3.00	<p>Introduction to Educational Development</p> <p>Educational development is an emerging and growing field in Post-Secondary Education in Canada and internationally. Educational developers support the enhancement of teaching in universities and colleges, in not-for-profit organizations and in industry. They may work within teaching support centres or Human Resource departments, or they may work alone in an organization. They often develop and deliver workshops and courses, collate and create resources, or provide one-on-one guidance to instructors. This course provides students with an introduction to the role and the key knowledge, skills and values needed to be a successful developer.</p> <p>Introduction to Educational Development equips students to:</p> <ol style="list-style-type: none"> 1. Define Educational Development in Canadian PSE 2. Identify 'good practice' in PSE pedagogy. 3. Articulate the role of the educational developer. 	Existing (approved at Faculty Council June 2021)

			<p>4. Critique key issues in educational development, such as technology, working in the unionized environment, developer as facilitator, Scholarship of Teaching and Learning</p> <p>5. Identify goals for staff and educational development processes.</p> <p>This course is a requirement for the UG Certificate in Educational Development. It is open to all BA Educational Studies students regardless of whether they register for the UG Certificate in Educational Development.</p>	
Education	EDST 3510	3.00	<p>Teaching online and supporting others teaching online</p> <p>Teaching and Supporting Teaching Online explores the importance of centering pedagogical perspectives in online course planning, with close attention to different aspects of teaching and learning online. It also considers roles and responsibilities of different members of the online learning community and identifies important considerations in the facilitation of active online learning. Students will explore good practice in online teaching, the fundamentals in online course development, and practice the skills required to advise others in online courses design and implementation.</p> <p>Upon the completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Apply fundamentals of online course development, making connection between theory and practice. 2. Effectively articulate how online technologies can enhance course design. 3. Recognize the importance of creating learning environments that support and guide active learning. 4. Identify effective online teaching practices and their relationship to the use of different LMS tools for asynchronous/synchronous communication. 5. Engage in continuous professional development in the context of ever-changing technological landscape. <p>In addressing these learning outcomes, the course contributes to the achievement of all the DLEs for the BA Educational Studies.</p> <p>This course is a requirement for the UG Certificate in Educational Development. It is open to all BA Educational Studies students regardless of whether they register for the UG Certificate in Educational Development.</p>	Existing (approved at Faculty Council June 2021)
Education	EDST4998	6.00	<p>Advanced Studies and Practices in Educational Development</p> <p>The capstone course for the Undergraduate Certificate in Educational Development engages students in authentic educational development practice, as they identify educational support needs, design and deliver workshops to address those needs, evaluate the impact of their actions and reflect on their experiences to improve future practice.</p> <p>This is a practical course requiring students to work on their own and in teams, to lead and engage in workshops and events which require them to apply their learning throughout</p>	New

			<p>the Certificate program. As they hone their skills in workshop development and delivery they expand their knowledge of educational theories and practices by attending the workshops created by other students.</p> <p>This course is open to students enrolled on the Undergraduate Certificate in Educational Development. EDST 3500 and EDST 3510 should be taken before, or at the same time, as this course.</p>	
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4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.

EDST3500 and EDST 4998 were designed around responsive educational design and delivery and are therefore pedagogically suitable to be delivered in any mode—in-person, blended or online—depending on considerations of flexibility, resource and demand at the time. EDST3510 has also been approved with this flexibility in mind but will most likely be offered online, since the focus of the course is online teaching. All other courses will be offered in the approved format during the academic scheduling process, which is determined by the Associate Dean in each academic year.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

Any student enrolled in the BA (Educational Studies) program at York University will be eligible to take the Certificate. During the course of their degree, students will take the required courses, and at the time the student applies to convocate, they will also complete an application form to apply to graduate concurrently with the Certificate.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

Multiple members of faculty have been consulted in the development of the Certificate, with the lead taken by Professor Celia Popovic and Professor Natalia Balyasnikova in the specific design with advice from Dr. Mandy Frake-Mistak from the Teaching Commons.

The resourcing for the BA (Educational Studies) may need to be considered, particularly if the Certificate results in an increase in student enrolment on the BA itself, or if the Faculty allows students from other programs to enrol. If the popularity of the Certificate does result in increased demand, the Faculty will be able to decide whether to increase student numbers with consequent resource implications. Without an increase in BA (Educational Studies) numbers, this proposal will result in the provision of 3 additional courses. These courses are required for the Certificate, but can be taken by any BA (Educational Studies) students whether enrolled or not not they intend to complete the requirements for the Certificate.

Regarding the three required courses, Popovic and Balyasnikova are joined by experienced faculty members as potential instructors. As the Dean states in his letter of support (Appendix B)

“1) The teaching needs can be addressed to some extent through two planned hires in digital learning and can be planned for further through future hiring decisions considered by Faculty Council as needed. Importantly, Professor Popovic has received teaching release to develop this course. She will now use this time from 2022-23 to directly teach and support the course. She naturally brings great expertise on this field and course to bear. We will also have the benefit of hires in digital futures who may also wish to be involved should the student numbers require additional support be allocated to this offering.

2) Placement activities can be supported within existing resource. Enhanced resource will be based on increased enrollment. This analysis has been re-confirmed on re-evaluation in May 2022, and with further input from the Decanal team.”

In order to staff the certificate program courses, faculty members’ teaching loads will be re-allocated from existing courses into the new courses. Faculty members have already been teaching the courses for the BA (Educational Studies) so no additional resources are required for these courses.

Professor Celia Popovic has over 30 years’ experience in educational development. An Associate Professor in the Faculty of Education, she is the author of several key texts (e.g. Popovic and Green, 2012, Understanding Undergraduates; Baume and Popovic, 2016, Advancing Practice in Academic Development; Popovic and Smart, 2020, Educational Developers Thinking Allowed) and multiple peer-reviewed articles and conference presentations on issues related to Educational Development.

Professor Natalia Balyasnikova is an Assistant Professor of Adult Education. Her scholarship is rooted in personal experiences as an Educational Developer at UBC Learning Exchange of University of British Columbia, where she supported the development of community-based learning programs for adult immigrants and as an Educational Developer for Justice Education Society of BC where she led the development of large-scale professional training programs in Central America.

Table of Faculty:

Course	Instructors
EDST 3500 Introduction to Educational Development	Celia Popovic, Natalia Balyasnikova, Cristina Delgado Vintimilla, Lucy Angus
EDST 3510 Teaching online and supporting others teaching online	Natalia Balyasnikova, Celia Popovic
EDST 4989 Advanced Studies and Practices in Educational Development	Celia Popovic, Natalia Balyasnikova, Cristina Delgado Vintimilla,

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

There is no requirement for laboratory facilities or specialized equipment for this Certificate.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

Enrolments to the Faculty of Education are not expected to increase in the short term, and so there will not be a significant increase in demand for physical space. . One of the new courses may be offered online, the others may be offered in person or blended delivery. However, as with all situations where students may be taking online and in person courses those taking the Certificate could benefit from access to individual spaces on campus with internet access to enable them to engage the online components of courses while on campus.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the

commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate

- See appendix B
- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate certificate. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the certificate.
- Not required as resourcing for the certificate is currently met by the Faculty's capacity, as noted in the Dean's letter (Appendix B).
- from the University Librarian confirming the adequacy of library holdings and support
- See appendix B
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
- School of Continuing Studies, see appendix B.
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate
 - Genevieve Maheux Peletier, Teaching Commons, York University. See appendix B
 - Denise Stockley, President of STLHE See appendix B

8. Calendar Copy

The Undergraduate Certificate in Educational Development is a professional certificate that incorporates knowledge, skills and attitudes necessary for a successful career as an educational developer. The courses that make up the Certificate introduce the educational theories and practices—such as facilitation, coaching, and counseling skills—necessary to facilitate meaningful teaching and learning in post-secondary institutions, community-based organizations, and other contexts of adult learning. Completion of the Certificate can assist graduates to enter the profession of educational development (though many situations will also require further study at the Masters level). The program will encourage students to incorporate practices intended to address systemic racism in education and to ensure considerations of diversity, equity and inclusion with a particular emphasis of issues around decolonizing educational settings.

Admission:

Students must be majoring in the Bachelor of Arts (Educational Studies) Honours degree program at York University; there is no additional application process for these students, and the completion of Certificate requirements—which takes place concurrently during the degree studies—is optional.

Academic Standing:

A cumulative grade point average of C+, or greater is necessary across the courses taken to satisfy the requirements of the Degree and Certificate.

Graduating with a Certificate:

Students must complete all Certificate requirements during their degree studies. At the time students apply to graduate with their BA (Educational Studies) degree, they must also concurrently apply to graduate with the Certificate, having successfully completed all of the requirements (see below). It is the responsibility of students to ensure they complete all Certificate requirements, including pre-requisites where needed. Note: Not all courses are offered in each term or academic year.

Certificates will be conferred at the same convocation as the Bachelor of Arts (Educational Studies) is awarded. The Certificate cannot be awarded in advance of this convocation or retroactively.

Course Requirements:

To earn the Undergraduate Certificate in Educational Development concurrently with the degree, students are required to complete the following:

- a) Core requirements: In order to earn the Certificate, these 12 credits must be taken (and cannot be substituted):
 - a) ED/EDST 3500 3.00
 - b) ED/EDST 3150 3.00

c) ED/EDST 4998 6.00

b) 12 credits chosen from the following.

1. ED/EDST 1000 3.00
2. ED/EDST 1100 3.00
3. ED/EDST 1200 3.00
4. ED/EDST 3800 3.00
5. ED/EDST 3999 6.00
6. ED/EDST 4999 6.00
7. ED/EDST 2100 3.00
8. ED/EDST 2200 3.00
9. ED/EDST 2450 3.00
10. ED/EDST 2500 3.00
11. ED/EDST 2700 3.00
12. ED/EDST 3200 3.00
13. ED/EDST 3400 3.00
14. ED/EDST 3700 3.00
15. ED/EDST 3720 3.00
16. ED/EDST 3730 3.00
17. ED/EDST 3760 3.00
18. ED/EDST 3800 3.00
19. ED/EDST 4000 3.00
20. ED/EDST 4010 3.00
21. ED/EDST 4040 3.00
22. ED/EDST 4051 3.00
23. ED/EDST 4020 3.00
24. ED/EDST 4100 3.00
25. ED/EDST 4200 3.00
26. ED/EDST 4300 3.00
27. ED/EDST 4500 3.00

Students are responsible for any meeting any prerequisite requirements of the above courses prior to enrolling.

Note: to obtain a professional certificate offered by the Faculty of Education, at least 12 credits of the EDST course credits that satisfy certificate requirements must be in addition to those used to satisfy the BA (EDST) degree. To meet the requirements of the certificate, 18 of the credits selected from the above lists need to be at the 3000-level or above.

Appendix A

Degree Level Expectations and Learning Outcomes

Program Learning Objectives for the Certificate. <i>Upon graduation, students will be able to:</i>	Appropriate Degree Requirement. <i>Align courses and assessment methods/activities with program learning objectives</i>
1 Depth and Breadth of Knowledge Design and facilitate educational workshops, conscious of current trends and concerns in education,	The three required courses address these outcomes. EDST 3500 Introduction to Educational Development - close attention is paid to the underlying theories of teaching and learning that inform educational development in Canada. Students are encouraged to examine

<p>such as remote teaching, experiential education and inclusivity.</p>	<p>and critique common pedagogies through the lens of anti-colonialism, diversity, access and equity.</p> <p>EDST 3510 Teaching and Supporting Teaching Online explores the importance of centering pedagogical perspectives in online course planning, with close attention to different aspects of teaching and learning online, including challenging received ideas of education that perpetuate issues of exclusion.</p> <p>EDST 4998 Advanced Studies and Practices in Educational Development provides students with the opportunity to apply their knowledge.</p> <p>The rest of the Certificate is made up of the existing requirements for the BA Educational Studies which enables students to study a range of approaches to education applicable to the field of Educational Development.</p> <p>These courses have all been mapped to the BA Educational Studies program.</p>
<p>2 Knowledge of Methodologies</p> <p>Articulate the key elements of:</p> <p>Educational development as a reflective practice; and</p> <p>Theories of student-centred teaching and learning.</p>	<p>EDST 3500 to Educational Development guides students through discussion and application of these pedagogical methodologies and the support of others in their use in PSE, not for profit organizations and the private sector. They are required to consider the impact of typical pedagogies on students and to explore alternatives which encourage inclusion and diversity.</p> <p>EDST 3510 Teaching and Supporting Teaching Online explores various theories of online learning and supports students in translation of these theories into strategies.</p> <p>EDST 4998 Advanced Studies and Practices in Educational Development affords students the ability to apply their knowledge of methodologies in the context of projects related to Educational Development, using an anti-colonialist lens ensuring values of inclusion diversity and equity.</p> <p>As with item 1, the remaining courses expose students to key concepts in pedagogy and provide them with opportunities to apply their knowledge. All courses have been mapped to the BA Educational Studies program.</p>
<p>3 Application of Knowledge</p> <p>Conduct the key tasks required in educational development including the creation of educational resources and trainings for diverse learning contexts</p>	<p>EDST 3500 Introduction to Educational Development examines the role of the Educational Developer in varied settings and the application of the knowledge in a professional context.</p> <p>EDST 3510 Teaching and Supporting Teaching Online This course offers students multiple opportunities to examine different segments of a model online course and offer suggestions of its improvement. Activities include group work, case study analysis, programming assignments, which allow students to develop necessary skills while growing within a learning community.</p> <p>EDST 4998 Advanced Studies and Practices in Educational Development projects in Educational Development require students to apply their knowledge.</p>

	As with item 1, the remaining courses expose students to key concepts in pedagogy and provide them with opportunities to apply their knowledge. All courses have been mapped to the BA Educational Studies program.
<p>4 Communication Skills</p> <p>Explain learning and teaching approaches clearly and concisely to academic and non-academic audiences with diverse level of teaching experience.</p>	<p>EDST 3500 Introduction to Educational Development: students are required to demonstrate their communication skills, written, oral and through presentations. The assessed activities encourage the development of writing for different audiences and purposes, in the context of an Educational Developer.</p> <p>EDST 3510 Teaching and Supporting Teaching Online is centered around forum discussions, small group activities, and online collaborative tasks. Students develop their online and in person communication skills.</p> <p>Since all the contributory courses meet the DLEs they all contribute to the development communication skills.</p>
<p>5 Awareness of Limits of Knowledge</p> <p>Understand how knowledge and practice in educational development are produced by social relations and culture and are subject to external pressures of government and other policies.</p>	<p>EDST 3500 Introduction to Educational Development: Throughout the course students explore the many and varied ways in which some knowledge and approaches are privileged while others are ignored. They are encouraged to question these attitudes and to apply critical reasoning when assessing the validity of the label “good practice” for teaching approaches.</p> <p>EDST 3510 Teaching and Supporting Teaching Online stresses the importance of continuous professional development in the context of ever-changing technological landscape. The course also stresses issues of access, digital divide, learning analytics, and data protection in online contexts.</p> <p>EDST 4998 Advanced Studies and Practices in Educational Development requires that students demonstrate awareness of their own positionality as Educational Developers and that they critically engage with the issues raised in the courses taken as part of the Certificate.</p>
<p>6 Autonomy and Professional Capacity</p> <p>Demonstrate the skills necessary for decision-making in an educational development context, selecting appropriate methods, applying relevant theories and adhering to professional values.</p>	<p>EDST 3500 Introduction to Educational Development looks explicitly at the principles of the role, provides students with opportunities to develop and demonstrate the skills required to operate in the context of Educational Development and to examine and explore the values and attitudes inherent as a practitioner.</p> <p>EDST 3510 Teaching and Supporting Teaching Online asks students to consider their standing in the educational landscape, and to devise principles that will guide their professional practice as an Educational Developer.</p>

Appendix B

Letters of Support

Dean Savage

University Registrar – to come

Librarian Peggy Warren

School of Continuing Studies – Christine Brooks-Cappadocia

Teaching Commons – Genevieve Maheux Pelletier

STLHE – Denise Stockley

Not copied for Senate; available upon request.

May 26, 2022

RE: Letter of support for the proposed undergraduate certificate in
educational development

FACULTY OF
EDUCATION

4700 Keele St.
Toronto ON
Canada M3J 1P3

To whom it may concern,

I am very pleased to write this letter of support for the undergraduate certificate. I believe that the proposal brings significant in-house expertise to bear in a growing field that I know reasonably well, where there exists little accredited work, but which is diverse, important and growing. The emergence of greater levels of digital and other non-traditional education in the pandemic has only enhanced this growth patterns for the number and influence of educational developers. The program will further enhance the attractiveness of the BA (Educational Studies) and further diversify our undergraduate-level offerings outside of the B.Ed. Our students already seek a range of career openings in the educational field beyond K-12, in museums, for commercial companies, media, charities, governments, and this certificate adds further to this capacity. It is likely to be attractive to students. This course will thus be of strategic important to York as well as to the Faculty of Education stepping forwards insulating us from the vagaries of funding caps for K-12 teacher certification. Anticipated enhanced connectivities in the community will also be of significant strategic importance, as will the continuing relationship-building with students as they become alumni.

The supporting documents for the course build the case for the certificate well, showing the work to be well-researched and well-supported and strongly linked to relevant market analysis, and showing clear space for us to take a leadership role in this area across Canada. The anticipated student numbers over time seem reasonable to me. It is not uncommon for there to be a lead-in time before programs hit their full 'running pace' so this stepped pattern is to be expected. The commencement of the program has been planned for on an 'in-principle' basis. I can confirm that resources requested to run the course are available within the faculty:

1) The teaching needs can be addressed to some extent through two planned hires in digital learning and can be planned for further through future hiring decisions considered by Faculty Council as needed. Importantly, Professor Popovic has received teaching release to develop this course. She will now use this time from 2022-23 to directly teach and support the course. She naturally brings great expertise on this field and course to bear. We will also have the benefit of hires in digital futures who may also wish to be involved should the student numbers require additional support be allocated to this offering.

2) Placement activities can be supported within existing resource. Enhanced resource will be based on increased enrollment. This analysis has been re-confirmed on re-evaluation in May 2022, and with further input from the Decanal team.

3) Administration. Existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate have been considered as adequate. This planned support has been re-confirmed on re-evaluation in May 2022, and with further input from the Decanal team.

4) Space. By the nature of the course there are no space requirements or additional lab or other 'estate' demands. This planned support has been re-confirmed on re-evaluation in May 2022, and with further input from the Decanal team.

5) Educational technology resources are deemed adequate to support the certificate as is. This planned support has been re-confirmed on re-evaluation in May 2022, and with further input from the Decanal team.

Any plans for new/additional resources, necessary to implement and/or sustain the undergraduate certificate, where justified by maintained numbers or further growth in student numbers can be made accordingly.

In sum the certificate is well-thought out, well-resourced, evidenced and represents a creative important strategic addition to our portfolio of educational activities that helps us reach our strategic goals. Growth can be steadily managed with additional resource as numbers justify. I warmly endorse the proposal.

Sincerely,

A handwritten signature in black ink, appearing to be 'RS', with a long horizontal flourish extending to the right.

Robert Savage
Professor and Dean
Faculty of Education



June 29, 2021

To whom it may concern:

SCHOOL OF CONTINUING STUDIES

Professional Education

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5616
F 416 650 8042
www.yorku.ca/continue

Today, I had the pleasure of learning more about the Undergraduate Certificate in Educational Development Proposed by the Faculty of Education.

This Certificate in no way competes with anything offered by the School of Continuing Studies being clearly differentiated in eight points of comparison, and likely the ninth which is price point. In fact, we see opportunity to refer learners seeking to move into support positions in an academic environment to the proposed program and to offer an incentive to graduates of the proposed program to take the Certificate in Learning Experience Design at a future point in their careers.

Point of Comparison	Proposed Undergraduate Certificate	SCS Certificate in Learning Experience Design
Certificate type	For degree credit Undergraduate Certificate	Non-credit Certificate
Topic	Educational Development	Learner Experience
Audience	Academic Educational Developers	Mid-career learning & Development teams and instructional designers in workplaces
Format	Online or on-campus	Blended (weekend block), online,
Outcomes	Certificate will incorporate knowledge, skills and attitudes necessary for a successful career as an educational developer.	Apply a learner experience lens in the development of adult learning materials
Location	Online & Keele	Online, some sections on Keele (weekend block only)
Price	unknown	\$3297
Courses	24	3
Admission requirements	Any student enrolled in the BA Educational Studies program who has and maintains a GPA of 4.0 (2.0 according to the new grading system) will be eligible to take the Certificate.	Direct Registration but recommend an instructional design education or experience

Although under our approval framework there was no requirement to consult with the School, I am happy to offer a letter of support.

Sincerely,

Christine Brooks-Cappadocia
Director, Continuing Professional Education





STLHE SAPES

Society for Teaching and Learning in Higher Education

La société pour l'avancement de la pédagogie dans l'enseignement supérieur

March 29, 2021

Dear Colleagues,

In my capacity as President of the Society for Teaching and Learning in Higher Education (STLHE), I am writing to express strong support for the proposed Undergraduate Certificate in Educational Development, led by Dr. Celia Popovic through the Faculty of Education at York University. I have thoroughly read the Undergraduate Certificate proposal and I am convinced that it will make an important contribution to the advancement of our understanding of the field of educational development which has, in its relatively short history, made a significant impact on faculty and organizational development and, ultimately, on the quality of education offered at post-secondary institutions in Canada and across the globe.

With that in mind, it is important to recognize that at this moment in time, there are no undergraduate programs and very few graduate programs in educational development around the entire world and this program will be much sought after locally, nationally, and internationally. I believe the program will have great success and there will be a need to develop graduate programs once the first cohort graduates to address the need prior to and now in a COVID-19 era to have more trained educational developers.

I am impressed with the ingenuity and meshing with the currently existing programs in the Faculty of Education. Not surprising given Dr. Celia Popovic's international reputation within the field of educational development. She always appears to be one step ahead of the trends in the field, including hosting the first fully online educational development conference in 2018, that is now used as the international standard during COVID. Further, Dr. Popovic has won two different national awards through the United Kingdom's the Staff and Educational Development Association (SEDA) and in Canada through STLHE's Educational Developer's Caucus (EDC). Her leadership will be essential in the creation, development, and sustainability of the program.

The STLHE is very pleased to endorse this worthwhile program and supports its proposed scope and design. As most educational developers in Canada are members of the STLHE's Educational Developers Caucus (EDC), we can make an important contribution to the advertising of the program as outlined in the proposal. On behalf of the STLHE, I extend best wishes for a very successful program and will be happy to discuss this endorsement further.

Sincerely,

Denise Stockley, STLHE President
Professor and Scholar in Higher Education, Office of the Provost (Teaching and Learning)
Queen's University

Appendix C Not copied for Senate; available upon request

Required Course Descriptions:

- 1. Introduction to Educational Development**
- 2. Teaching and Supporting Teaching Online**
- 3. Advanced Studies and Practices in Educational Development**
4. **Course proposal motion approved in June 2021:**

MOTION

YORK UNIVERSITY FACULTY OF EDUCATION

Submitted by: Committee for Curriculum, Teaching and Learning (CCTL)

Motion for the meeting of 10 June 2021

- 1. Topic: Adding two courses to the Bachelor of Arts (Educational Studies)**
 - **Motion:** Moved that the proposal for EDST 3500 *Introduction to Educational Development* and EDST 3510 *Teaching and supporting teaching online* be approved for inclusion in the Bachelor of Arts (Educational Studies).
 - **Rationale:** These courses will provide additional areas of specialization in the Bachelor of Arts (Educational Studies) with a career focus. They can also become core courses for the proposed Undergraduate Certificate in Educational Development, if approved at a later date.

- 5.

Proposal for Undergraduate Certificate in Counselling and Mental Health

Disciplinary Certificate

Definition: A series of courses in a specific area of study that form a distinctive complement to studies in an undergraduate major discipline. The majority of courses taken towards the Certificate will be in one major discipline. Whenever a student's major discipline coincides with that of the Certificate not all of the course credits used to satisfy Certificate requirements may also be used to satisfy degree major requirements.

Minimum Standards: 24 credits, 18 of which would normally be at the 3000-level or above. At least 12 credits of the disciplinary courses that satisfy Certificate requirements must be in addition to those used to satisfy requirements of an undergraduate major. In order to receive the Certificate candidates must present a cumulative GPA of 5.0 or greater (or minimum cumulative GPA of 2.0 in the new GPA scheme) in the courses taken to satisfy Certificate requirements.

Admission / Graduation Application and Transcript Notation: Students seeking direct entry to a Certificate program must submit written application when applying for admission to the University. Students already enrolled in an undergraduate degree program are also expected to apply for entry to a Certificate program, normally prior to completion of 36 credits of their undergraduate degree program. Students must also submit application to graduate from a Certificate program. Applications should be obtained from and filed with the unit administering the Certificate program. Transcript notation that the requirements for a Certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a Certificate program.

(Note: These regulations do not apply to Certificate programs approved prior to September 2001. For information concerning regulations for program categories approved prior to September 2001, contact the University Secretariat.)

Undergraduate Certificate Proposal

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate Certificate will be administratively housed.

The proposed **Counselling and Mental Health Certificate** is designed to provide students with the foundational knowledge, critical thinking, therapeutic relationship and self-reflection skills necessary for future clinically oriented careers. The option to enroll in the Certificate will be available to students enrolled in the Bachelor of Arts (Honours) or Bachelor of Science (Honours) Programs in Psychology, and the Certificate will be administratively housed in the Department of Psychology. The Certificate will be completed **concurrently** with the student's degree requirements. Students will be expected to apply for entry to the Counselling and Mental Health Certificate prior to completion of their first 36 credits. Note that Specialized Honours students will not be excluded from enrolling in the Certificate but if they do so, their participation might entail their taking longer to complete their degree given the high number of Psychology courses the Spec Hons students are required to take, and provision that 12 Psychology credits required for the Certificate cannot count toward the student's psychology degree.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

The title of the Certificate ("Counselling and Mental Health") reflects the Certificate's focus on preparing students for clinically oriented careers. It was also selected to align with current usage in the discipline, where 'counselling' is used to refer to a broad range of psychological interventions to assist individuals with mental health issues. We have avoided using the term 'psychotherapy' as the provision of psychotherapy is limited to specific health professions. With additional postgraduate training, holders of this Certificate will be able to register as a psychotherapist or other type of regulated health professional.

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

As stated above, the Counselling and Mental Health Certificate is designed to provide students with the foundational knowledge, critical thinking, therapeutic relationship and self-reflection skills necessary for future clinically oriented careers. Students will use empirical research and experiential learning to study the continuum of human psychological experience as well as the psychological skills, therapeutic relationships and interventions that have been developed to address cognitive, emotional, and behavioural disturbances across the lifespan. The Certificate will prepare students to apply to post-graduate clinical training programs that lead to registration as a psychotherapist or social worker (e.g., Master of Arts in Counselling, Master of Social Work) or other helping professions that involve psychotherapy or counselling (e.g., Child & Youth Worker). Students who do not pursue further education can also use this Certificate to support employment in related careers (e.g., Shelter Worker/Women's Advocate; Residential Coordinator; Instructor Therapist for ASD; Case Manager; Community Services Program Coordinator; Research Coordinator) (See Appendix A for possible career paths stemming from this Certificate).

A key consideration in developing the Certificate is that students who complete it successfully will have received education in the ethical and legal guidelines and standards that undergird the mental health field and the roles and practices of mental health professionals. Toward this end, students graduating with the Certificate will have awareness of the limits to the scope of practice that mental health professionals must adhere to in general, and the limits of their own training in particular. Specifically, Certificate holders will have learned about the additional, post-graduate training required in order to practice psychotherapy and/or counselling safely, competently and legally.

Moreover, students undertaking the Certificate will be educated on the difference between the ‘disciplinary’ nature of the certificate they are pursuing and a certificate of practice, which this is not.

An overarching goal of the program is to reduce barriers to mental health professional training in Canada and to support students of diverse backgrounds in pursuing a career in this field. We therefore envision the Certificate as one step toward mitigating the current ‘pipeline problem’ whereby there are fewer mental health professionals from socially disadvantaged, often non-white, communities available to serve such communities. The proposed disciplinary Certificate would act as a start to broadening access for members of such communities to mental health professionals of similar cultural and/or socioeconomic backgrounds. By actively supporting the diversification of students in the program, we intend to help grow mental health practitioners who possess the requisite, experientially grounded knowledge of contextual factors contributing to their clients’ psychosocial distress. Toward this end we intend to work closely with faculty and staff with such expertise and the relevant campus groups such as the Psychology Department’s EDI Committee, the Black Students in Psychology Association, and the University’s Indigenous Council.

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

The Counselling and Mental Health Certificate aligns with York University’s mission and academic plan. York University’s overall mission is the “pursuit, preservation and dissemination of knowledge.” This is reflected in the most recent University Academic Plan (2020-2025), grounded in the core values of excellence, progressiveness, diversity and inclusion, social justice and equity, and sustainability. We believe our Counselling and Mental Health Certificate is well positioned to offer students an innovative, evidence-based curriculum that focuses on providing accessible mental health care from and to individuals from a variety of backgrounds. Three key Academic Plan priorities that our Certificate supports are: *21st Century Learning*, *Knowledge for the Future*, and *Living Well Together*. In the Academic Plan, *21st Century Learning* is described as reinventing programs to address emerging issues and labour market needs, teaching 21st century skills (e.g., digital fluencies, critical thinking), and offering students a “wider range of credentials.” The proposed Certificate would allow Psychology Honours students to deliberately build upon their Psychology Honours degree to enhance professional skills in the field of counselling. These skills include: empathic responding, critical thinking, research design and evaluation, and the creation/evaluation of novel mental health interventions (e.g., online workshops).

We anticipate that as mental health needs continue to rise as social and environmental unrest continues (e.g., climate change, the COVID-19 crisis, increased awareness of systemic racism), these skills will be needed more than ever. The plan also outlines that experiential learning is an important element of *21st Century Learning*. Our proposed Certificate emphasizes such experiential learning. For instance, our specialized fourth year course (PSYC 4063 3.0: Essential Processes in Counselling and Psychotherapy) would draw upon innovative research conducted by faculty members Dr. Tali Bortiz and Dr. Henny Westra to employ the evidence-based experiential learning technique of “deliberate practice” (watching, discussing, coding, and responding to video-taped psychotherapy sessions). Our Certificate also supports the University Academic Plan’s *Knowledge for the Future* priority. Our students would be integrated into Faculty’s research efforts (e.g., Dr. Bortiz and Dr. Westra’s research described above), and in so doing would support the “Healthy Individuals, Healthy Communities, and Global Health” research objective highlighted in York University’s Strategic Research Plan (2018-2023). Lastly, the Counselling and Mental Health Certificate supports the University Academic Plan’s priority of *Living Well Together*. Our Certificate foregrounds the importance of “meeting clients where they are at” – paying special attention to the unique life circumstances and social determinants of health at play in clients’ lives. For instance, our specialized second year course (PSYC 2140 3.0: Clinical Psychology for the 21st Century) focuses on understanding counselling and mental health disorders from multiple, systemic perspectives. Moreover, in fulfilling the C&MH Certificate requirements, students may choose between a Cultural Psychology course or, in the future, a potential course in Indigenous Mental Health with a planned new professorial hire specializing in this area. Thus we join York University in embedding human rights, equity, diversity, and inclusion into students’ training, and are excited to help students learn about mental health and counselling work as a force for justice. Finally, the Certificate would align with the UAP priority of ‘*From Access to Success*’ by offering online and evening sections of required courses. We also intend to proactively identify Certificate students who may be at risk of not fulfilling the cumulative GPA requirement in order to graduate with the Certificate, and to offer them additional supports. This may include for example, reaching out to the

student and suggesting they schedule an advising appointment with our student advisor, and/or encouragement to consider attending PASS sessions or make use of Peer Tutoring through Calumet College and/or the Undergraduate Psychology Student Association.

This Certificate program also aligns with the Faculty of Health's most recent integrated resource plan (September 2020), which has as its vision "to be global leaders, transformers, and positive change makers for enabling better health for all." The Certificate aims to prepare students to become future leaders and innovators in the health professions or adjacent fields. As psychological distress is the leading cause of work-related disability in Canada (Government of Canada, 2016), our Certificate would support careers dedicated not just mental health but also wellbeing and relatedly enhanced productivity. In its integrated resource plan, the Faculty of Health champions creating "High quality, relevant, courses and programs that contribute to students' academic success, timely graduation, and life-long learning" (Objective 1.1 – part of Priority 1 – 21st Century Learning). We see our Certificate as particularly supporting Action Items 1.1.4 "Promote and support innovations in Teaching - targeting 21st century learning and teaching initiatives such as experiential education and TEL/eLearning that builds on remote learning initiatives"; 1.17 "Facilitate and support development of high quality in-demand new or substantially revised graduate and undergraduate programs"; and 1.1.8 "Develop, promote, integrate, implement experiential education (EE) opportunities into our programs." As outlined above, the Counselling and Mental Health Certificate aims to support students in building 21st century skills in the burgeoning field of mental health work and does so using a variety of strategies including experiential education and remote learning. Further, our Certificate is part of a larger project within our Department to help students specialize within the undergraduate Psychology degree to more precisely target their learning in support of future employment and interests. As well, we see the Mental Health and Counselling Certificate as supporting Priority 3 From Access to Success, specifically Action Item 3.1.1 "Develop and implement indigenization of the Faculty/decolonization of the curriculum strategy". Our proposed course PSYC 2140 3.0: Clinical Psychology for the 21st Century has as one aim the decolonization of curriculum, adopting a critical perspective on clinical psychology's relationship with marginalized communities and diverse definitions and experiences of mental health and intervention. Lastly, the Faculty of Health champions promoting a high-quality learning experience and programs (Objective 1.1.6) that support skill development, expand experiential education, and guide students towards career opportunities. We see our Certificate as fulfilling these mandates by using novel and experiential education to help students gain new skills and enhance employability.

Lastly, the Certificate program furthers the aim of York University's Strategic Mandate 3 (SMA3), York University's most recent agreement with the Ontario government. In the SMA3, York University outlines its unique course offerings and experiences it offers to students. Health, including Psychology, is specifically named as one of the five clusters of programs where York University is anticipating growing demand, and will be evaluated against this expectation. We expect that offering timely, engaging Certificates will be a significant way to increase enrollment. In addition, the SMA3 stresses the importance of experiential learning, another area in which York University will be evaluated. The Counselling and Mental Health Certificate, as outlined in more detail below, stresses experiential learning. Classes such as its flagship second year *Clinical Psychology for the 21st Century* course and fourth year *Essential Processes in Counselling and Psychotherapy* class are predicated upon experiential learning. For instance, as noted above students in the *Essential Processes in Counselling and Psychotherapy* class will have the opportunity to engage in real time "deliberate practice", in which videotaped psychotherapy sessions are coded for markers of important process variables such as client resistance and ambivalence, and therapist empathy. Finally, York University will be assessed as to its students' post-graduate employment rate. Our Certificate starts students on a path toward licensure as a mental health professional because, once completed their degrees, they will be positioned to, with additional training, apply to various professional bodies such as the College of Registered Psychotherapists of Ontario, or the College of Social work. Our Certificate also offers terminal training for students who would like to seek employment in professions that support health work (e.g., research coordinator) directly after graduation.

3. Need and Demand

3.1 Comment on similar undergraduate Certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate Certificate.

The Psychology undergraduate program is one of the largest undergraduate programs at York University. Within this program, there are currently only four options for more specialized study via Certificate programs:

the York University – Seneca College Rehabilitation Services Certificate Program, the Certificate Program in Behaviour Science at Humber College (with which York has an Articulation Agreement and York psychology graduates receive advanced standing), the York University Certificate in Aging, and the York University Department in Psychology Certificate in Psychological Methods and Data Analysis. As this shows, the two Certificates that focus on clinical applications of psychology are offered in conjunction with other institutions. Thus, our proposed Counselling & Mental Health Certificate would be the second Certificate housed entirely within the Department of Psychology, and the first of those to offer certification in a clinical application of psychology.

Two successful analogues for our proposed Certificate can be found in the Faculty of Health's School of Kinesiology and Health Science. The School of Kinesiology and Health Science offers two Certificates: the Fitness Exercise & Counselling Certificate, and the Athletic Therapy Certificate Program. Like our proposed Counselling and Mental Health Certificate, both of these programs are designed to prepare students for a designated career path in the health professions or related fields – with particular emphasis on mental health. As well, both School of Kinesiology and Health Science Certificates have students draw from the specialized knowledge of the School and Faculty by prescribing set courses, emphasizing experiential learning, and having students complete all Certificate requirements in the School of Kinesiology and Health Science. Lastly, these Kinesiology Certificates are part of the School's flagship programs, and are highlighted prominently in their course calendars and website; it is expected that our innovative Certificate would also provide additional interest and enrolment in Psychology at York University.

We are also drawing inspiration from the recently approved (February 2021) Department of Psychology Certificate in Psychological Methods and Data Analysis. Like our proposed Certificate, the Psychological Methods and Data Analysis Certificate offers students the opportunity to further explore their interest in a specialized area of psychology.

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

As noted above, York University's Psychology undergraduate program offers only 4 Certificates. To date, our established certificate programs have had great success assisting students to successfully secure employment after graduation. For instance, the Rehabilitation Services Certificate Program has a post-graduate employment rate of over 90%. It is expected that a Certificate in Counselling and Mental Health would also appeal to student interest and improve post-graduate employment rates. Students have demonstrated a high degree of interest in counselling and mental health, as evidenced by the high rate of enrollment in and enthusiasm for relevant courses such as Psychological Health, Distress & Impairment¹ (8 sections, the most highly enrolled 3rd year course), Behaviour Modification and Behaviour Therapy (5 sections, one of the most highly enrolled 4th year courses), and Counselling Psychology (6 sections, also one of the most highly enrolled 4th year courses). As well, in our undergraduate psychology student survey from the Spring of 2021, which over 500 undergraduate students completed, 75% of respondents indicated an interest in concentrating their studies within Psychology on counselling and mental health. Moreover, in response to an open-ended question regarding new types of courses respondents would like to see at York the most frequently mentioned type of course was "clinical, counselling, therapy-type courses" including "a broader range of these." Further, as noted above, certificates at York have resulted in high employment rates, and we expect our Certificate would do the same. As described previously, graduates of the Counselling and Mental Health Certificate would be well prepared to apply to graduate or private training programs that would allow them to register as Registered Psychotherapists or other health professionals. Indeed, our Certificate would provide students with an additional credential, improving their chances of admission. This further aligns with the increased need for mental health professionals, as recognized by national mental health associations and our Ontario government. In a 2018 Canadian Mental Health Association (CMHA) report, the CMHA stated that 1 in 5 Canadians annually will experience mental illness, and that annually 1.6 million Canadians have unmet mental health needs. The CMHA released five recommendations, including public funding of evidence-based therapies and

¹ Note that 'Psychological Health, Distress & Impairment' is a new title for the course, PSYC 3140 3.0 – which was previously titled 'Abnormal Psychology'

research into mental illness and intervention outcomes. Crucially, the Ontario government has responded, pledging \$20,000,000 in March 2020 for publicly funded counselling services. The recent COVID-19 crisis has highlighted further the crucial need for mental health care professionals, as individuals globally struggle to cope with the impacts of a pandemic and its long-term financial, health, and social consequences (Torales et al., 2020).

Finally, it is expected that offering a Certificate in Counselling and Mental Health at York University would help attract students drawn to this area of Psychology who might otherwise attend other Greater Toronto Area (GTA) universities. Although universities in the GTA have not yet fully capitalized upon students' interest in this area, there are some efforts to provide undergraduate students with this specialized learning. Presently, the University of Toronto offers a Specialist Program in Mental Health Studies (Scarborough campus), a Specialist Program in Forensic Psychology (Mississauga campus), and a Specialist Program in Exceptionality in Human Learning (Mississauga campus). Like our proposed Certificate, these U of T programs guide students towards future careers in the mental health profession. Neither the University of Toronto St. George campus nor Ryerson University offers Certificates or specialized programs in mental health. Thus, our proposed Certificate would act as a magnet to attract students interested in studying in the GTA to York University.

3.3 Comment on the projected in-take into the undergraduate Certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The anticipated implementation of our proposed Certificate is the Fall Term of 2023. We anticipate that our first year of enrolment will intake approximately 200 students, with steady-state enrolment after 5 years increasing to 400 students annually.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate Certificate requirements and associated learning outcomes, including explicit reference to how the Certificate curriculum and structure supports achievement of the learning outcomes.

Certificate Requirements

The undergraduate Certificate requirements are as follows:

- Continuing: Students must have a final cumulative GPA of 5.0 in order to graduate with the Certificate.
- Students must complete the following 30 credits:
 - PSYC 2130: Personality (3.0 credits)
 - PSYC 2110: Developmental Psychology (3.0 credits)
 - PSYC 2140: Clinical Psychology for the 21st Century (3.0 credits)*
 - PSYC 3140: Psychological Health, Distress & Impairment (3.0 credits)
 - PSYC 3350: Cultural Psychology (3.0 credits)²
 - PSYC 4060: Counselling Psychology (6.0) OR equivalent*
 - PSYC 4030: Behaviour Modification and Behaviour Therapy (6.0 credits) OR PSYC 4460: Atypical Development (6.0 credits) OR PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment (3.0 credits) + PSYC 4590: Psychology of Trauma: Theory, Research, & Clinical Practice (3.0 credits)
 - PSYC 4063: Essential Processes in Counselling and Psychotherapy (3.0 credits)*

*Note PSYC 2140 3.0 AND PSYC 4060 6.0 (or PSYC 4061 "Theoretical Approaches to Counselling and Psychotherapy" + PSYC 4062 "Skills and Techniques in Counselling and Psychotherapy") AND PSYC 4063 3.0 cannot count towards general undergraduate degree requirements

Learning Outcomes

Students completing the Certificate will be able to:

² Note that with the recent Indigenous Mental Health hire, Dr. Nicole Muir, there are plans for her to teach a course she has developed on Indigeneity and Psychology at the 3rd year undergraduate level. When this course is officially mounted, it will serve as an option for this requirement (i.e., not only PSYC 3350 will be available to fulfill this requirement)

1) Describe how psychological wellness impacts development across the lifespan

Achieved by: courses in PSYC 2110: Developmental Psychology, PSYC 2130: Personality, PSYC 2140: Clinical Psychology for the 21st Century, PSYC 3140: Psychological Health, Distress & Impairment and PSYC 4460: Atypical Development. In addition, throughout the Certificate students will be encouraged through experiential education exercises in class and in assignments to reflect upon the impact of psychological wellness on development. This will be done by having students reflect upon their volunteer or work experience providing assistance to others (e.g., peer support programs), or using themselves as a case study.

In these courses, students will: reflect upon and discuss case studies of folks' lived experience of wellness across the lifespan; learn different theories of the mechanisms that connection psychological wellness and development; and complete an experiential education placement directly working with a child (PSYC 4460)

Assessment strategies: For 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests, written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation, and/or oral presentations.

2) Identify common mental health disorders, and associated interventions (one-on-one through to population based) designed for these disorders.

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century; PSYC 3140: Psychological Health, Distress & Impairment; PSYC 4060: Counselling Psychology; PSYC 4030: Behaviour Modification and Behaviour Therapy or PSYC 4460: Atypical Development or PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment and PSYC 4590: Psychology of Trauma: Theory, Research, & Clinical Practice (3.0 credits); and PSYC 4063: Essential Processes in Counselling and Psychotherapy.

In these courses, students will: learn the DSM-V classifications system; reflect upon and discuss folks' lived experience of mental health disorders and interventions through guest speakers, case studies, and video recordings; and practice role playing of select mental health interventions.

Assessment strategies: For 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

3) Identify the impact of systems of oppression (e.g., racism, socioeconomic status, homophobia) upon psychological well-being, and to learn about psychological interventions and delivery models (e.g., telepsychology) designed to mitigate the psychosocial impacts of these systems.

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century, PSYC 3140: Psychological Health, Distress & Impairment, PSYC 3350: Cultural Psychology, PSYC 4060: Counselling Psychology, and PSYC 4063: Essential Processes in Counselling and Psychotherapy. Throughout the Certificate, when examining issues of psychological distress and interventions, students will be encouraged to explore and reflect upon the impact of multiple, intersecting systems (e.g., family, cultural group, social determinants of health).

In these courses, students will: learn about how systems of oppression have influenced psychological well-being and psychological services through self-reflection, class discussion, and exposure to clients' lived experience through guest speakers, case studies, and video recordings; will reflect on their own social location as a potential future regulated health professional; and will participate in role plays of providing culturally informed mental health interventions

Assessment strategies: For 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include

tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

4) Critically examine the ethics of psychological classification and intervention.

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century, PSYC 3140: Psychological Health, Distress & Impairment, PSYC 4060: Counselling Psychology, and PSYC 4063: Essential Processes in Counselling and Psychotherapy. PSYC 2140 critically examines how psychological distress is driven by social determinants of health, and the practice of mental health assessment and treatment; PSYC 4063 will use the experiential education of 'deliberate practice' (process coding of psychotherapy videotapes) to train students to continually monitor the effective and ethical provision of services.

In these courses, students will: learn about the Canadian Psychological Association's *Code of Ethics* and practice applying to case studies; will role play ethically sound treatment interventions; and will participate in the experiential education of 'deliberate practice' by coding video recordings of therapy sessions.

Assessment strategies: For the 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

5) Critically evaluate clinical psychology research with the aim of examining and evaluating psychological interventions and methods/modes of delivery (e.g., telepsychology).

Achieved by: courses in PSYC 4060: Counselling Psychology; PSYC 4030: Behaviour Modification and Behaviour Therapy or PSYC 4460: Atypical Development or PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment and PSYC 4063: Psychology of Trauma: Theory, Research, & Clinical Practice; PSYC 4063: Essential Processes in Counselling and Psychotherapy. In these courses, examining the evidence base for psychological interventions and methods of delivery will be a key focus. Telepsychology will be emphasized as a method of delivery that allows for greater access to psychological services.

In these courses, students will: conduct literature reviews on the efficacy of select mental health interventions; and will reflect upon their own experience of these interventions through role plays.

Assessment strategies: Course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

6) Describe how and why psychotherapy and counselling are regulated activities, and why all mental health professionals have a defined scope of practice

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century, PSYC 4060: Counselling Psychology, and PSYC 4063: Essential Processes in Counselling and Psychotherapy. Students will be introduced to the broader context within which mental health counselling and psychotherapy occur, and specifically the regulating bodies that govern mental health professionals' practices and the importance of upholding standards of competence and not practicing outside one's scope of competence.

Assessment strategies: For the 2nd year course, evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

NOTE: Related to this learning outcome will be student's ability to recognize the limits of the C&MH Certificate itself. Specifically, they will be able to stipulate how the disciplinary Certificate they are pursuing focuses on *disciplinary* knowledge that includes development of beginning skill-set but in and of itself would not qualify them for *practice* as would a Certificate of Practice.

7) Develop the capacity for personal as well as professional awareness and insight that will foster the development of the ability to reflexively monitor one’s knowledge, competency, and effective use of self in psychological interventions.

Achieved by: courses in PSYC 4060: Counselling Psychology; PSYC 4030: Behaviour Modification and Behaviour Therapy or PSYC 4460: Atypical Development or PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment and PSYC 4063: Psychology of Trauma: Theory, Research, & Clinical Practice; and PSYC 4063: Essential Processes in Counselling and Psychotherapy. In these courses, the use of self and reflecting upon one’s growing professional skills and efficacy are key components.

In these courses, students will: engage in experiential learning opportunities inside the classroom (role plays, deliberate practice) and outside (e.g., PSYC 4145 – community observation assignment, and PSYC 4460 – experiential learning placement).

Assessment strategies: Course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

8) Develop foundational clinical skills (e.g., empathic listening, responding to client cues in the moment such as resistance or ambivalence).

Achieved by: courses in PSYC 4060: Counselling Psychology, PSYC 4460: Atypical Development or PSYC 4030: Behaviour Modification and Behaviour Therapy, PSYC 4063: Essential Processes in Counselling and Psychotherapy.

In these courses, students will: practice and receive feedback on these foundational skills through role plays and will also reflect on how to employ these skills based on their ethical and clinical judgment.

Assessment strategies: Course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

In summary, students completing the Certificate will be well prepared with the foundational skills to pursue further training leading to licensure as a mental health professional (e.g., Psychotherapist, Social Worker), pursue a relevant diploma (e.g., Addictions Counsellor; Behaviour Analyst) or immediately post graduation, work in adjacent fields (e.g., Research Coordinator for psychological intervention studies).

Learning Outcomes in Context

The Department of Psychology has created Program Learning Outcomes. Below, we highlight how our Certificate learning outcomes map on to the existing structure. As demonstrated, our Certificate also supports the full range of undergraduate degree level expectations as well as many program learning outcomes.

Degree Level Expectation	Relevant Program Learning Outcomes	Certificate Learning Outcomes
Depth and Breadth of Knowledge	C. Demonstrate broad knowledge of psycho/social determinants of behaviour D. Demonstrate broad knowledge of cognitive/biological determinants of behaviour F. Demonstrate in-depth knowledge in at least 2 sub-disciplines G. Critically evaluate, synthesize and resolve conflicting results	1. Describe how psychological wellness impacts development across the lifespan 2. Identify common mental health disorders, and the associated interventions designed for these disorders. 3. Identify the impact of systems of oppression (e.g., racism, socioeconomic status, homophobia) upon psychological well-being, and explain psychological interventions and delivery models (e.g., telepsychology) designed to mitigate the impact of these systems.

Knowledge of Methodologies	E. Demonstrate understanding of various research designs	5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology).
Application of Knowledge	B. Understand and interpret psychological information in everyday life C. Articulate trends in sub-disciplines of psychology D. Locate research articles and show critical thinking about research findings	4. Critically examine the ethics of psychological classification and intervention 5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology). 6. Describe how and why psychotherapy and counselling are regulated activities 7. Develop capacity for professional and personal awareness and insight toward effective use of self in the change process 8. Develop foundational clinical skills.
Communication Skills	A. Use traditional and electronic sources to locate psychological findings B. Demonstrate knowledge of the basics of scientific writing. C. Demonstrate knowledge of the basics of referencing using APA style. D. Express psychological knowledge in written form in more than 1 sub-discipline. E. Demonstrate effective written communication F. Demonstrate the ability to think critically about written communication G. Engage in evidence-based dialogue with course director and peers H. Demonstrate knowledge of variety of ways to express psychological findings in everyday life	5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology). 8. Develop foundational clinical skills.
Awareness of Limits of Knowledge	A. Define causes of human behaviour from different perspectives. D. Critically identify myths or stereotypes in common discourse E. Recognize limits of conclusions based on inferential statistics	3. Identify the impact of systems of oppression (e.g., racism, socioeconomic status, homophobia) upon psychological well-being, and to learn about psychological interventions and delivery models (e.g., telepsychology) designed to mitigate the impact of these systems. 5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology). 6. Describe how and why psychotherapy and counselling are regulated activities
Autonomy and Professional Capacity	A. Understand ethical principles in the CPA code of ethics B. Demonstrate ability to relate information in psychology to own and others' life experiences C. Demonstrate an ability to work with others	4. Critically examine the ethics of psychological classification and intervention. 6. Describe how and why psychotherapy and counselling are regulated activities 7. Develop the capacity for professional awareness and insight: that is, monitoring one's knowledge, competency, and effective use of self in psychological interventions.

	D. Demonstrate an understanding of professionalism in psychology	
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4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the Certificate learning outcomes.

Students completing the Counselling and Mental Health Certificate will be mandated to complete a set of courses supporting the Certificate and program learning outcomes outlined above. Further, student success in these courses is not solely measured by rote memorization of knowledge: these courses require students to complete essays evaluating current empirical research, and to engage in experiential learning inside and outside the classroom. Thus, student achievement will be assessed in a variety of ways as listed per the Learning Outcomes, section 4.1 above. **Students must have a final cumulative GPA of 5.0 in order to graduate with the Certificate.**

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

Please find below a table outlining the courses offered in support of the undergraduate Certificate. Courses in red text are new courses (please see appendix for full course proposals for these courses). More detail about all required courses are provided after the table.

The following courses are required:

Unit	Number	Credit Value	Name	Short Description	Existing/New
PSYC	2130	3.0	Personality	Introduction to theory and measurement of individual differences.	Existing
PSYC	2110	3.0	Developmental Psychology	Introduction to development from infancy through to older age from a bio-psycho-social perspective	Existing
PSYC	2140	3.0	Clinical Psychology for the 21 st Century*	Introduction to the role of clinical psychology in the intervention, prevention and assessment of psychological distress – and associated career paths	New
PSYC	3140	3.0	Psychological Health, Distress & Impairment	This course focuses on the diagnosis of various types of psychological distress including DSM-V disorders.	Existing
PSYC OR PSYC	4060 4061+4062	6.0	Counselling Psychology*	Introduction to psychotherapy theories and applications, as well as basic counselling / helping skills	Existing
PSYC	4063	3.0	Essential Processes in Counselling and Psychotherapy*	This course adopts a transtheoretical approach to developing skills in recognizing and responding therapeutically to essential processes of change through the use of Deliberate Practice and other experiential techniques	New

*Note if taken for the Certificate, PSYC 2140 3.0 AND PSYC 4060 6.0 (or PSYC 4061+ PSYC 4062) AND PSYC 4163 3.0 cannot count towards general degree requirements

In addition, 3 credits related to cultural competence are required. Note: we anticipate with the upcoming professorial hire in Indigenous Mental Health and through future diversification of our faculty, that courses such as 'Indigenous Peoples and Psychology' or 'Ethnicity and Psychology' will be part of Psychology's standard curriculum offerings. Once we have more courses with the potential to expand students' knowledge and competence in relation to culture and intersecting social influences on mental health, there will be more options for students in relation to fulfilling this 3-credit requirement:

Unit	Number	Credit Value	Name	Short Description	Existing/New
PSYC	3350	3.0	Cultural Psychology	This course addresses theory, research, and methods pertaining to culture and psychology	Existing

In addition, 6 credits are required from the following options:

Unit	Number	Credit Value	Name	Short Description	Existing/New
PSYC	4030	6.0	Behaviour Modification and Behaviour Therapy	An examination of theoretical issues, basic research and practical application in the area of behaviour change.	Existing
PSYC	4460	6.0	Atypical Development	An examination of psychological problems and disorders of childhood and adolescence – including a community-based experiential placement	Existing
	4145	3.0	Addiction Etiology and Treatment	Introduces the psychology of addictive disorders, including their history, prevalence, theoretical underpinnings, and evidence-based treatment	Existing
PSYC	4590	3.0	Psychology of Trauma	Introduces students to important topic areas in the treatment of trauma, particularly interpersonal trauma	Existing

To see how the Certificate curriculum may be individualized to suit a student's special interests such as in working with children and youth or with elderly population, please see Appendix C.

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

Given the emphasis on self-reflexivity and experiential learning, for our specialized course PSYC 4063: Essential Processes in Counselling and Psychotherapy, it is deemed most appropriate to have course directors available live (either in person or synchronously if held online) to support students' critical thinking and to offer in the moment feedback (echoing the concept of 'deliberate practice' stressed throughout the curriculum). For all other courses, courses could be delivered in person or online, as determined by the Department. We support courses being offered in multiple formats (e.g., in person, online – synchronously and asynchronously, blended) to allow for increased, equitable access to education and accommodating individuals' different learning needs.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate Certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate Certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the Certificate learning outcomes.

Student engaging in the undergraduate Certificate must have been admitted and registered in the undergraduate Bachelor of Arts (Honours) or Bachelor of Science (Honours) Psychology programs.

The Certificate is open to all students, both to meet student demand and to ensure that potential admission criteria do not inadvertently favour students from a privileged social location. However, we will require students intending to pursue the C&MH Certificate to register their intention at the end of the 1st year (after a minimum of 24 credits have been completed) to ensure that we can offer sufficient sections of the requisite 4th year courses. Students must have a final cumulative GPA of 5.0 (or minimum cumulative GPA of 2.0 in the new GPA scheme) in order to graduate with the Certificate.

The Certificate will be open to students in degrees within the Psychology programs at Glendon provided they are able to access all the courses required for the Certificate. This unfortunately cannot always be guaranteed because our own students have had difficulty enrolling in these courses. However, we have been in conversation with Dr. Josee Rivest Chair of Psychology at Glendon to do our best to work together to make it more possible for Glendon students to have priority standing in the Certificate, over time.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate Certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate Certificate. Provide a Table of Faculty, as appropriate.

York University's Department of Psychology houses an unparalleled array of experts on mental health and counselling, as well as other areas of psychology necessary to build a complete understanding of mental health and counselling (e.g., personality theory), as evidenced by the below Table of Faculty.

Department of Psychology Faculty	Relevant Expertise Areas
Dr. Maxwell Barranti	Social psychology, self- and other-perceptions, personality
Dr. James Bebko	Clinical-developmental psychology, interventions for children with autism
Dr. Yvonne Bohr	Clinical-developmental psychology, mental health treatment and prevention in Northern and Indigenous communities
Dr. Tali Boritz	Clinical psychology, psychotherapy process research, psychotherapy outcome research, Borderline Personality Disorder, trauma
Dr. Jennifer Connolly	Clinical-developmental psychology, dating violence among adolescents, dating violence prevention
Dr. Mary Desrocher	Clinical-developmental neuropsychology, assessment, neurorehabilitation
Dr. John Eastwood	Clinical psychology, humanistic/existential therapy, boredom
Dr. Karen Fergus	Clinical psychology, couple therapy, clinical interventions for individuals with cancer
Dr. Skye Fitzpatrick	Clinical psychology, dialectical behavioural therapy, borderline personality disorder,
Dr. Kathleen Fortune	Pedagogy, positive psychology, grief and loss
Dr. Kristina Gicas	Clinical neuropsychology, mental illness and addiction, psychosis
Dr. Joel Goldberg	Clinical psychology, psychodiagnostics/assessment, interventions with individuals with schizophrenia and psychotic disorders
Dr. Michaela Hynie	Community-based research and intervention
Dr. Matt Keough	Clinical psychology, psychodiagnostics/assessment, addiction
Dr. Richard Lalonde	Social psychology, culture, bicultural identity
Dr. Doug McCann	Social psychology, personality-based vulnerability to depression
Dr. Jennifer Mills	Clinical psychology, assessment, eating disorders
Dr. Myriam Mongrain	Clinical psychology, positive psychology and associated clinical interventions

Dr. Robert Muller	Clinical-developmental psychology, trauma therapy
Dr. Jeni Pathman	Development of memory
Dr. Deborah Pepler	Clinical-developmental psychology, aggression and victimization among children
Dr. Adrienne Perry	Clinical-developmental psychology, autism and developmental disabilities
Dr. Alberta Pos	Clinical psychology, emotion-focused therapy individuals with personality disorders
Dr. Heather Prime	Clinical-developmental psychology, family systems, children's mental health
Dr. Jennine Rawana	Clinical-developmental psychology, adolescent mental health, school and community based interventions
Dr. Jill Rich	Clinical neuropsychology, assessment, memory training interventions
Dr. Jessica Sutherland	Pedagogy, child development, adolescence and deviant behaviour
Dr. Christine Till	Clinical-developmental neuropsychology
Dr. Gary Turner	Clinical neuropsychology, interventions with older populations
Dr. Jeffrey Wardell	Clinical psychology, addiction
Dr. Jonathan Weiss	Clinical-developmental psychology, interventions with children with autism
Dr. Henny Westra	Clinical psychology, motivational interviewing, structured therapist training
Dr. Cindel White	Social psychology, religion, interpersonal justice, prosocial behaviour
Dr. Magdalena Wojtowicz	Clinical neuropsychology, concussions

The Certificate almost entirely consists of courses already offered by the Department of Psychology. Of the two additional courses proposed, we anticipate that the increased enrolment in PSYC 2140: Clinical Psychology for the 21st Century from students outside of the Department (e.g., Nursing students) and Faculty would generate additional revenue to offset costs associate with launching these two additional course offerings.

With regard to the package of 4th year counselling and related courses – and in view of the: (1) strongly expressed interest in these in our 2021 Undergraduate Student Survey; (2) our *current* inability to meet the demand for these highly popular courses; (3) our Department's *exceeding* target enrollment by 14% this past Fall; (4) the strong likelihood that the Counselling and Mental Health Certificate will attract substantially *more* undergraduate students to our Program – these factors combined suggest a need for a minimum of two full-time teaching stream hires with clinical psychology (adult and/or clinical developmental) backgrounds in order to successfully mount and run the Certificate.

Moreover, funds will be needed to create infrastructural supports such as the C&MH Tracking App described above

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate Certificate.

No major equipment will be required.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate Certificate.

No additional space will be required.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate Certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate Certificate
- from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate

Certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate Certificate

- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate Certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate Certificate, as appropriate

APPENDIX A

Mental Health Professions

- Social Worker
- Registered Psychotherapist
- Mental Health Service Provider
- Behaviour Analyst
- Child and Youth Worker
- Certified Addictions Counsellor
- Rehabilitation Counsellor
- Marital and Family Therapist
- Pastoral Counsellor
- Peer Support Coordinator
- Arts-based Therapists – e.g., art therapist, music therapist, dance-movement therapist
- Sex Therapist
- Grief/Bereavement Counsellor
- Vocational Counsellor
- Human Resources Counsellor/Specialist
- Guidance Counsellor
- Immigration Counsellor
- Probation Officer
- Mediator
- Psychologist
- Psychiatrist
- Mental Health Nurse
- GP / Medical Psychotherapist
- Research Assistant/Research Coordinator (e.g., mental health intervention studies)
- Lab Coordinator (Psychology, Psychiatry, Social Studies)
- Life Coach
- Health Coach
- Shelter Worker/Women’s Advocate
- Education Co-ordinator
- Residential Supervisor
- Instructor Therapist – Autism services
- Community Services Program Coordinator
- Family Support Worker
- Case Manager
- Genetic counsellor
- Speech and Language Pathologist
- Psychometrist
- Program evaluation consultant (Canadian Evaluation Society Certification)
- Child Life Specialist

APPENDIX B

REQUIRED COURSES – DETAILED DESCRIPTIONS

PSYC 2130: Personality (3.0 credits)

- Description: Examines major theories and research on personality functioning, with a focus on description of the factors contributing to the development, structure and dynamics of personality.
- Existing course, offered every F, W, S term

PSYC 2110: Developmental Psychology (3.0 credits)

- Description: This course considers physical, intellectual, emotional and social development from birth through adolescence and the impact of the interaction of these various aspects of development upon the individual as a whole.
- Existing course, offered every F, W, S term

PSYC 2140: Clinical Psychology for the 21st Century (3.0 credits)

- Clinical Psychology for the 21st Century introduces students to the theories and practices of clinical psychology from evidence-based, critical, contextual and social determinants of health perspectives. Students will learn about 1) different types and modalities of applied psychology practice; 2) individual, group and population-based interventions with adults, couples, children, adolescents and the elderly; 3) mental health assessment practices; 4) risk factors for psychological distress and prevention, and 5) research methods in clinical psychology. Broader systemic, cultural and structural considerations with respect to assessment and treatment of psychological distress and illness will be integrated throughout. Critical consideration will be given to clinical psychology's relationship to marginalized populations. The course will also introduce students to the range of mental health professions and encourage them to consider concrete steps toward gaining experiences relevant to a mental health profession of interest including course selection, extra-curricular and volunteer activities.
- New course, proposed to be offered every F, W, S term

PSYC 3140: Psychological Health, Distress & Impairment (3.0 credits)

- Description: A course on the nature, causes and treatment of a number of behaviour disorders. Topics include developmental disorders, anxiety problems, personality disorders, substance abuse, affective disorders, organic brain disorders and schizophrenia.
- Existing course, offered every F, W, S term

PSYC 3350: Cultural Psychology (3.0 credits)

- Description: This course addresses theory, research, and methods pertaining to culture and psychology. The course begins by offering different perspectives on culture and the methodological challenges that researchers face when bringing a cultural level of analysis to human behaviour. The potential role of culture is examined across a range of psychological areas including perception, cognition, emotion, developmental processes, as well as social and abnormal behaviour.
- Existing course, offered every F, W term

PSYC 4060: Counselling Psychology (6.0) or equivalent

- Description: An examination of current theory, practice and research in counselling. Theories of counselling and psychotherapy are considered in relation to the process of psychological change in various settings.
- Existing course, offered every F, W, S term

PSYC 4030: Behaviour Modification and Behaviour Therapy (6.0 credits)

- Description: An examination of theoretical issues, basic research and practical application in the area of behaviour change.
- Existing course, offered every Y and S term

PSYC 4460: Atypical Development (6.0 credits)

- An examination of psychological problems and disorders of childhood and adolescence including an extensive exploration of their nature, causes, and treatment based on current research. Developmental risks and protective factors will be considered. Students are also required to complete a volunteer placement in children's settings, such as schools and childhood agencies.
- Existing course, offered every Y term.

PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment (3.0 credits)

- Description: This course introduces the psychology of addictive disorders, including their history, prevalence, theoretical underpinnings, and evidence-based treatment. It surveys research on the biological, psychological, and social factors that contribute to the development and maintenance of addictive disorders. This course also deals with contemporary issues in addiction psychology, with a specific focus on those issues that are relevant to Canadians.
- Existing course, first offered in the W 2021 term.

PSYC 4590: Psychology of Trauma: Theory, Research, & Clinical Practice (3.0 credits)

- Description: Introduces students to important topic areas in the treatment of trauma with a particular emphasis on interpersonal trauma within and outside of the family system. Given the profound effects of traumatic stress exposure across the lifespan, clinical approaches are examined for both children as well as adults. Attachment theory is emphasized as an organizing framework for theory and practice. Approaches to psychotherapy include trauma-informed models, with particular emphasis on the therapeutic relationship. Other types of traumatic experiences may also be covered such as those related to war, imprisonment, serious illness or injury, loss, assault and/or natural disasters.
- Existing course, first offered in the W 2021 term.

PSYC 4063: Essential Processes in Counselling and Psychotherapy (3.0 credits)

- Description: This course will develop the skill required for conducting critical and reflective psychological interventions. To learn this skill, students will engage in 'deliberate practice' in the context of in-class experiential education (EE). Students will begin to develop their observation skills of moment-to-moment psychotherapeutic processes (e.g., emotion interruption; resistance; alliance formation) by discussing, coding and responding to video-taped psychotherapy sessions (real and professionally simulated).
- New course, proposed to be offered every F and W term

APPENDIX C

We have designed our Certificate requirements such that a student with a special interest (e.g., gerontology) can further customize their curriculum to suit this interest. To illustrate this, below are two examples of a potential educational pathway that includes the Certificate. The first example is of a student with an interest in working with children and youth, in the field of addictions. The second example is of a student who has an interest in working with older adults.

EXAMPLE 1: Student who wants to work with children and youth, in the field of addictions.

YEAR	RELEVANT COURSES			
Year 1	Gen Ed - HUMA	Gen Ed - SOSC	Gen Ed – NATS	PSYC 1010
Year 2	PSYC 2020	PSYC 2010	Group 1 PSYC – PSYC 2130	PSYC 2140: Clinical Psychology for the 21 st Century
		PSYC 2030	Group 2 PSYC – PSYC 2240 (Bio Bases)	Group 1 or 2 PSYC – PSYC 2110
Year 3	PSYC 3140	Any PSYC 3 rd year class – PSYC 3500 (Adolescence)		
	PSYC 3350	PSYC 3520: (Infancy)		
Year 4	PSYC 4180	PSYC 4060 OR PSYC 4061 + 4062	PSYC 4030 or PSYC 4460 (Atypical Development) or PSYC 4590 + PSYC 4145	PSYC 4063: Essential Processes in Counselling & Psychotherapy
				PSYC 4145

*Note: Courses listed in red are currently in development/review. Yellow highlighted = courses this student selected in relation to their interest in child & youth; Green highlighted = Certificate courses that do not count towards degree requirements. Total PSYC credits = 66

EXAMPLE 2: Student who wants to work with the elderly

YEAR	RELEVANT COURSES			
Year 1	Gen Ed - HUMA	Gen Ed - SOSC	Gen Ed – NATS	PSYC 1010
Year 2	PSYC 2020	PSYC 2010	Group 1 PSYC – PSYC 2130	PSYC 2140: Clinical Psychology for the 21 st Century
		PSYC 2030	Group 2 PSYC – PSYC 2260 (Cognition)	Group 1 or 2 PSYC – PSYC 2110
Year 3	PSYC 3140	Any PSYC 3 rd year class – PSYC 3490 (Adult Development & Aging)		
	PSYC 3350			
Year 4	PSYC 4180	PSYC 4060 OR PSYC 4061 + 4062	PSYC 4030 (Behaviour Mod) or PSYC 4460 or PSYC 4590 (Psyc of Trauma) + PSYC 4145 (Addictions)	PSYC 4063: Essential Processes in Counselling & Psychotherapy

*Note: Courses listed in red are currently in development/review. Yellow highlighted = courses this student selected in relation to their interest in older adults; Green highlighted = Certificate courses that do not count towards degree requirements. Total PSYC credits = 60

Major Modifications to Existing Programs Proposal Template

Major Modifications Proposal

1. Faculty

Schulich School of Business

2. Department

Sustainability (SUST)

3. Program:

PhD in Business Administration;

4. Degree Designation:

Doctor of Philosophy

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)

Addition of new field

6. Location: (current campus and, if applicable, proposed)

Keele Campus

7. Effective Date:

Fall 2023

8. Provide a general description of the proposed changes to the program.

The proposed new field in Sustainability in Schulich's Ph.D. Program in Administration is a research-oriented offering that is anchored in the study of relations between business and society, and situated at the cutting edge of topics relating to responsible and sustainable business. The proposed new addition would create a seventh field option in Schulich's Ph.D. program.

This is a research-oriented field at the cutting edge of topics relating to responsible and sustainable business. Working alongside Schulich’s globally renowned faculty, graduates will learn to generate novel knowledge and insights as a member of the global community of scholars. Research under the broad umbrella of Sustainability includes, but is not limited to:

- The theory and practice of ethically and responsibly managing global networks of stakeholders,
- The relationships between, among, and within powerful global institutions such as markets, corporations, governmental and non-governmental organizations,
- Critical examinations of global systems of economic value creation and exchange,
- Innovations directed at organizing people, ideas, and resources for the greater social good and ameliorating suffering.

Students taking this new field will complete the same PhD program requirements as the other existing fields (coursework, comprehensive exam, dissertation proposal, and dissertation) but with a focus on sustainability.

Coursework

Students are required to take 12 courses during the first two years of the program. The foundation courses are designed to provide the prerequisite disciplinary knowledge relevant to sustainability and methodological expertise required to conduct research in sustainability. The elective courses enable the students to either gain depth in sustainability related topics or broaden their topical knowledge by taking courses at Schulich and/or other parts of York.

The coursework requirements include:

1. Required SUST Core Courses

SB/SUST 7010 3.0	Advanced Topics in Responsible Business (<i>new</i>)
SB/ORGS/SUST 7020 3.0	Advanced Topics in Organizational Theory (<i>existing</i>)
SB/SUST 7050 3.0	Business, Society, and Global Governance (<i>existing</i>)

2. Required DCAD Courses

SB/DCAD 7100 3.0	Logics of Social Research (<i>existing</i>)
SB/DCAD 7060 3.0**	Introduction to Applied Statistics (<i>existing</i>)
SB/DCAD 7250 3.0**	Research Design (<i>existing</i>)
SB/DCAD 7400 3.0	Qualitative Research Methods (<i>existing</i>)
SB/DCAD 7600 1.5*	Graduate Colloquium in Management (<i>existing</i>)
SB/DCAD 7610 1.5*	Graduate Colloquium in Management (<i>existing</i>)

3. 4 elective courses (12 credits) chosen from newly developed SUST courses, and other Schulich and York courses.

* *This colloquium is a mandatory course held once a month over both the fall and winter semesters in years 1 (DCAD 7600) and 2 (DCAD 7610).*

** *It is highly recommended that these two courses be taken concurrently.*

Comprehensive Exam

Students are expected to write their comprehensive exam at some point during the fifth term of the program. This examination is designed for students to demonstrate their knowledge of the sustainability field, bodies of theory that are relevant to your specific research interests, and research methodologies. Students must have successfully completed all coursework to write their comprehensive exam. Students should schedule their exam with the Sustainability PhD Coordinator at least six weeks in advance, and should also specify their research area of interest at that time. Students are expected to coordinate their schedule with other students at the same stage in the program.

The comprehensive exam is a written exam consisting of two parts. Part I tests students' knowledge of theory, ability to conceptualize and ability to extend or offer novel insights into current theory. Part II is a research methods exam. Those who fail have the opportunity to retake the exams once, within six months of the date of the first comprehensive exam. Those who fail to pass a second time are not allowed to continue in the PhD program.

The program regards the comprehensive examination as a pivotal point for deciding whether students should be allowed to proceed with their studies or be encouraged to withdraw from the program. More information can be found on the Schulich website.

Dissertation Proposal

After completion of their comprehensive exams, students are expected to focus on developing their dissertation proposal. Students are required to appoint a Supervisory Committee consisting of three faculty members, of whom one is identified as the supervisor, and who is a member of the Sustainability area within the School. Before initiating dissertation research, students are required to submit a formal written proposal that outlines their topic and research plan. Each proposal will then be defended in the form of a formal presentation before the Supervisory Committee. Normally, students are expected to defend their dissertation proposal within one year after the completion of their comprehensive exams. There may be available a monetary bonus for completion of the proposal by September 15th of the 4th year.

Dissertation

The dissertation is produced under the guidance of the Dissertation Supervisory Committee, and examined by the Dissertation Examining Committee, under guidelines established by the Faculty of Graduate Studies. For details on the composition of the Dissertation Examining Committee and the procedure to be followed for the examination of a dissertation students are referred to the "Guidelines for the Preparation and Examinations of Theses and Dissertations" published and updated periodically by the Faculty of Graduate Studies, York University.

9. Provide the rationale for the proposed changes.

Sustainability as a fundamental problem of practical and theoretical importance has gained widespread acceptance in most domains of business research. Students, scholars, recruiters, and myriad other stakeholders see an increasing and urgent need to more systematically consider the role of business in social and environmental sustainability. This is what motivated the recent creation of the new administrative area, Sustainability, at Schulich, which intends to offer the proposed field.

Sustainability is an increasingly salient concern to managers and policymakers, and it is necessary to develop more highly specialized academics that can fulfill this burgeoning demand for management education and policy advice focused on management and sustainability. PhDs trained in this field will be well equipped to help managers and business school students learn skills information relevant to improving practice.

The need for the field is evidenced not least by the increasing frequency of faculty position announcements. Research and teaching must rise to meet this increasing demand. York and Schulich have been on the leading edge of this knowledge generation and dissemination for decades. This program is needed to maintain and enhance York's competitive position in this area.

Many scholarly societies have recognized the topic as a core area of management academia. For instance, the Academy of Management features at least three divisions (e.g., ONE, PNP, SIM) dedicated to sustainability related concerns. In a similar vein, European Group of Organization Studies in the last decade has had many streams and standing work groups that cover the research related to sustainability. Further, the establishment of sustainability has also taken place in various subfields of business. For instance, Organization and Management and Theory division of the Academy of Management now has a dedicated award for "Best Paper on Environmental and Social Practices". In a similar vein, the American

Accounting Association features the Public Interest Section which is heavily populated by CSR-related research, and the European Accounting Association Annual Congress has official "Social and Environmental Accounting" and "Ethical Issues in Accounting" categories/tracks. Moreover, the openness of top tier journals to engage with and publish research in sustainability has substantially increased over the last decade. All this indicates that the time is ripe for a Ph.D. program that provides specialized high-quality training for sustainability researchers.

While such programs are starting to emerge around the world, they are still few. In Canada, for instance, only Western University's Ivey School of Business offers a Ph.D. program that might be seen as a direct competitor. University of Victoria offers a related program in Environmental Studies, which is more narrowly focused on the environmental aspect of sustainability and has few affiliated faculty members.

10. Comment on the alignment between the program changes with Faculty and/or University academic plans.

The proposed program aligns well with York's UAP and SMA and the general and long-standing commitment to sustainability. York's UAP emphasizes sustainability when it states: "We uphold Sustainability – environmental, social, and fiscal – as a vital compass for decisions and initiatives". Further, as York's SMA notes, it is "one of the first universities in Canada to develop a detailed social procurement policy. By leveraging the University's significant purchasing power, we benefit local economies by increasing employment, apprenticeship, and training opportunities for people from our local neighbourhoods, and by providing underrepresented businesses and communities more access to York's procurement process.". Developing a Ph.D. program that exploits Schulich's existing bench strength in sustainability-related research can therefore serve to expand York's explicit commitment to sustainability.

Given the proposed program's focus on the relationship between business and sustainability, there is very little chance of duplication of offerings of existing Ph.D. fields or programs at York. The field is unique at York because it is the only one that focuses expressly on the intersection of business and sustainability.

11. If applicable, provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes. Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).

The Ph.D. programs learning outcomes as they relate to this new field are as outlined below. The full set of outcomes for the Ph.D. program are included in Appendix 1.

1. Depth and Breadth of Knowledge

- a. A deep knowledge of historical and contemporary topics that are of central relevance within the student's chosen field. For the sustainability field, these are as follows

Sustainability

1. Theory and research related to responsible and sustainable business.
 2. Theory and research related to the relationship between organizations and their socio-political environment.
- b. A deep knowledge of one other area besides their chosen field (i.e., their minor field, which may be within or outside the business school)
 - c. Extensive expertise on one or more topics that constitute the student's chosen area(s) of contribution within their field (i.e., the topic(s) on which they write their dissertation.)
 - d. An understanding and appreciation of ethical issues related to conducting and publishing research.
 - e. Familiarity with teaching techniques that are appropriate within their chosen field.
 - f. An understanding and appreciation of ethical issues related to teaching.

The core courses and the comprehensive exam will enable students to gain an understanding of the theory and research related to responsible and sustainable business as well as related to the relationship between organizations and their socio-political environment. The elective courses, the dissertation proposal, and the dissertation will enable students to develop deeper expertise in the related bodies of theory and research of their choosing.

2. Knowledge of Methodologies

- a. An ability to collect or collate data that is appropriate for use within the student's chosen methodological tradition.
- b. An ability to use methods of analysis that are appropriate for developing scholarly contributions from the types of data that are part of the student's chosen methodological tradition.

- c. An ability to appropriately interpret data that have been analysed in keeping with the student's chosen methodological tradition
- d. A familiarity with research methods that are relevant to the student's field, but outside their chosen methodological tradition.

The DCAD courses will enable students to develop the ability to collect and analyze data, and develop a scholarly contribution in a manner appropriate to students' chosen methodological traditions. Students may also use elective courses to develop additional expertise in methodologies required for the pursuit of their emerging research interests. The dissertation proposal and the dissertation will enable them to further refine their methodological expertise.

3. Application of Knowledge

- a. The ability to develop novel theoretical insights through research projects using methods and concepts appropriate to the student's area of specialization.

The dissertation proposal and the dissertation will enable students to develop novel theoretical insights in sustainability using methodologies and concepts appropriate to their chosen research topic.

4. Awareness of Limits of Knowledge

- a. An understanding of scholarship outside the student's chosen area of expertise and outside their chosen methodology.
- b. An appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence its application.

Through DCAD courses, comprehensive exam, dissertation proposal, and dissertation research students will have opportunity to reflect on the ontological, epistemological and methodological assumptions embedded in their choices of research methods, the limits of those methods and appreciation for alternative methods.

5. Communication Skills

- a. The ability to convey research insights in language that is appropriate for audiences of peer reviewers.
- b. The ability to convey research insights in language that is appropriate for audiences other than peers (e.g., students, specialists in other fields.)
- c. An ability to read the work of other scholars and to provide critical but developmental feedback.

- d. An ability to communicate field-relevant concepts effectively in a class room or seminar setting.

The relevant courses, comprehensive exam, dissertation proposal and dissertation research will all provide students with opportunities to hone their written and oral communication skills, as required for successful dissemination of their ideas to an audience of professional colleagues and peer reviewers.

6. Autonomy and Professional Capacity

- a. The ability to function professionally as an academic, such as balancing the demands of teaching and research and of seeing research projects through to completion.
- b. The ability to transfer research skills effectively to new topics and contexts.
- c. The habits and capacities of an independent learner, including the ability to master new areas of research.
- d. An understanding of the obligation to act in a socially and ethically responsible manner as a scholar.

Two of the DCAD courses (DCAD 7600 and DCAD 7610), comprehensive exam, dissertation proposal and dissertation research will all provide students with opportunities to develop the capacity to function as independent academics. These experiences will also stress the development of sensitivity toward ethical and responsible conduct of research and maintenance of collegial and ethical professional conduct.

The curriculum map for the Sustainability field is included in Appendix 2.

12. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

The proponent of the field has reached out to the Director of the Environmental Studies Field at the Faculty of Environmental and Urban Change, which focuses on “exploring environmental concerns and approaches related to the natural, the social, the political, the cultural, and the urban.” The purpose of this connection is to explore possible synergies and avoid duplication of offerings. Schulich has indicated its openness to discussion and opportunities for collaboration (or synergy) wherever possible.

Sustainability area faculty members have used their academic networks and memberships in professional societies to assess (a) the extent to which similar Ph.D. programs exist both in Canada and abroad; (b) the extent to which best practices from related programs can be emulated. Given its specific focus on

business and sustainability, the proposed program is the closest in terms of scope to the existing Ph.D. program majors at Schulich. We have consulted with many faculty members at Schulich. Most notably, given the longstanding interest in sustainability among many of the past students majoring in Organization Studies and Policy and Strategy, we have taken particular care to consult with faculty members in those areas. The colleagues consulted have expressed enthusiasm for the proposed field.

13. If applicable, describe changes to any admission requirements and on the appropriateness of the revised requirements for the achievement of the program learning outcomes.

The admission requirements will be the same as for existing Ph.D fields at Schulich.

14. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

Note: The Dean/Principal will need to provide confirmation of support for the allocation of resources.

Faculty resources are already in place with the advent of the new administrative area in Sustainability. The administrative areas at Schulich coordinate admissions decisions on a collegial basis. The strength of the applicant pool and the interest level among the various areas will determine whether the proposed program represents new investment or reallocation.

Students majoring in Sustainability will be expected to take several of the DCAD courses that are already in place and taken by students from other major areas of the Ph.D. program. The DCAD courses cover topics ranging from research methods to philosophy of science and have sufficient space (most have 10 students or fewer), and additional students would not present challenges.

In all, this field is expected to operate in a very similar manner to the existing ones and primarily by effectively leveraging existing resources.

Appended is a statement of support from the Dean.

15. When applicable, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the program learning outcomes.

N/A

16. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

N/A

17. Provide a summary of how students currently enrolled in the program will be accommodated.

N/A

18. Provide the following appendices:

A) Program Learning Outcomes (eight to twelve)

Please see Appendix 1.

B) Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Not copied for Senate; available upon request

Schulich PhD Program
EXPECTED LEARNING OUTCOMES
FOR Ph.D. GRADUATES

LEARNING OUTCOMES	<i>The PhD is awarded to students who have demonstrated:</i>
<p>1. Depth and Breadth of Knowledge</p>	<p>a. A deep knowledge of historical and contemporary topics that are of central relevance within the student’s chosen field of study. For individual areas, these are as follows</p> <p>Accounting</p> <ol style="list-style-type: none"> 1. Theory and research related to diverse genres of accounting research. 2. Empirical research methods that can be used to investigate different research accounting questions. 3. Theory and research relevant to behavioral accounting. <p>Finance</p> <ol style="list-style-type: none"> 1. Theory and research relevant to individuals’ consumption and portfolio decisions and their implication for security valuation. 2. Theory and research related to corporate finance. <p>Marketing</p> <ol style="list-style-type: none"> 1. Theory and research related to consumer culture 2. Theory and research related to marketing strategy 3. Theory and research related to consumer psychology <p>Organizational Studies</p> <ol style="list-style-type: none"> 1. Theory and research relevant to individual and group behaviour in organizations. 2. Theory and research relevant to how organizations and institutions. <p>Operations Management and Information Systems</p> <ol style="list-style-type: none"> 1. Theory and research related to operations management. 2. Theory and research related to technological innovation 3. Theory and research related to behavioural issues in information systems 4. Contemporary methods in operations management research <p>Strategy</p> <ol style="list-style-type: none"> 1. Theory and research relevant to the economic foundations of strategy 2. Theory and research relevant to the behavioural foundations of strategy. <p>Sustainability</p> <ol style="list-style-type: none"> 1. Theory and research related to responsible and sustainable business. 2. Theory and research related to the relationship between organizations and their socio-political environment. <p>b. A deep knowledge of one other area besides their chosen field of study (i.e. their minor field, which may be within or outside the business school)</p> <p>c. Extensive expertise on one or more topics that constitute the student’s chosen area(s) of contribution within their field of study, i.e. the topic(s) on which they write their dissertation.</p> <p>d. An understanding and appreciation of ethical issues related to conducting and publishing research.</p> <p>e. Familiarity with teaching techniques that are appropriate within their chosen field of study.</p> <p>f. An understanding and appreciation of ethical issues related to teaching.</p>
<p>2. Knowledge of Methodologies</p>	<p>a. An ability to collect or collate data that is appropriate for use within the student’s chosen methodological tradition.</p>

	<p>b. An ability to use methods of analysis that are appropriate for developing scholarly contributions from the types of data that are part of the student's chosen methodological tradition.</p> <p>c. An ability to appropriately interpret data that have been analysed in keeping with the student's chosen methodological tradition</p> <p>d. A familiarity with research methods that are relevant to the student's field, but outside their chosen methodological tradition.</p>
3. Level of Application of Knowledge	a. The ability to develop novel theoretical insights through research projects using methods and concepts appropriate to the student's area of specialization.
4. Awareness of Limits of Knowledge	<p>a. An understanding of scholarship outside the student's chosen area of expertise and outside their chosen methodology.</p> <p>b. An appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence its application.</p>
5. Level of Communication Skills	<p>a. The ability to convey research insights in language that is appropriate for audiences of peer reviewers.</p> <p>b. The ability to convey research insights in language that is appropriate for audiences other than peers, e.g. students, specialists in other fields.</p> <p>c. An ability to read the work of other scholars and to provide critical but developmental feedback.</p> <p>d. An ability to communicate field-relevant concepts effectively in a class room or seminar setting.</p>
6. Autonomy and Professional Capacity	<p>a. The ability to function professionally as an academic, such as balancing the demands of teaching and research and of seeing research projects through to completion.</p> <p>b. The ability to transfer research skills effectively to new topics and contexts.</p> <p>c. The habits and capacities of an independent learner, including the ability to master new areas of research.</p> <p>d. An understanding of the obligation to act in a socially and ethically responsible manner as a scholar.</p>

**Appendix 1 – SUST PhD Curriculum Map 2022.1.20
Learning Objectives**

- Learning Objective 1 – Depth and Breadth of Knowledge
- Learning Objective 2 – Knowledge of Methodologies
- Learning Objective 3 – Level of Application of Knowledge
- Learning Objective 4 – Awareness of Limits of Knowledge
- Learning Objective 5 – Level of Communication Skills
- Learning Objective 6 – Autonomy and Professional Capacity

	Learning Objectives					
	1	2	3	4	5	6
YEARS 1 AND 2						
Schulich DCAD Courses						
SB/DCAD 7100 - Logics of Social Research		X		X		
SB/DCAD 7060 - Introduction to Applied Statistics		X		X		
SB/DCAD 7250 - Research Design		X		X		
SB/DCAD 7400 - Qualitative Research Methods		X		X		
SB/DCAD 7600 - Graduate Colloquium in Management					X	X
SB/DCAD 7610 - Graduate Colloquium in Management					X	X
Sustainability Core Courses						
SUST 7010 - Advanced Topics in Responsible Business	X				X	
SUST 7050 - Business, Society, and Global Governance	X				X	
SB/ORGS 7020 - Advanced Topics in Organizational Theory	X				X	
Sustainability Electives (Theory or Methods; At Schulich or other York Faculties)						
SUST Elective 1	X	X			X	
SUST Elective 2	X	X			X	
SUST Elective 3	X	X			X	
SUST Elective 4	X	X			X	
YEARS 3 AND 4						
Comprehensive Exam	X	X	X	X	X	X
Dissertation Proposal	X	X	X	X	X	X
Dissertation	X	X	X	X	X	X

I am in full support of this important new addition to Schulich's Ph.D. program. A research-oriented Ph.D. field of study focused on sustainability is directly aligned with the University's and the School's strategic plans, and I believe the field is needed to maintain and enhance our competitive position in this area. I do not foresee issues of duplication either within or outside of York, but the School will be engaging with the Faculty of Environmental and Urban Change to look for opportunities for collaboration where possible. As the new field will primarily leverage existing resources within the School, by drawing on the academic expertise of the recently created area in Sustainability as well as on the existing resources shared by all fields in the PhD program, I believe the resources are in place for this field to become a highly attractive option to top-quality students who seek to further their studies at the critical intersection between business and society.

Signature of Dean/Principal of the Faculty (or Faculties if relevant):

A handwritten signature in black ink, appearing to be 'D. G. ...', written over a faint horizontal line.

Date: December 16, 2021

Memorandum

To: Dr. Maxim Voronov, Professor of Organization Studies and Sustainability, Schulich

From: Dr. Leesa Fawcett, Graduate Program Director in Environmental Studies

Date: May 10, 2022

Subject: Proposed new PhD Field in Sustainability, Business Administration

On behalf of the Faculty of Environmental and Urban Change (EUC), the Graduate Program Director in Environmental Studies, in consultation with the PhD Coordinator and the Associate Dean (Research and Graduate Students), is pleased to include an endorsement from EUC on your new proposed PhD in Business Administration, focusing on the field of Sustainability. We hope that our graduate students (MES and PhD) will be welcomed into some of the new courses that are being proposed, and we will include Schulich PhD students in some of our own graduate course offerings.

Sincerely,



Leesa Fawcett, PhD



Chronology of major milestones in the development of the draft Academic Conduct Policy and Procedures

Timing	Activity
March 2017	Working Group on Academic Integrity convened
Winter and Spring 2019	Findings and recommendations of Working Group on Academic Integrity conveyed to ASCP and Senate (summary available in the March 28, 2019 Senate agenda package)
Fall 2019	Draft Academic Conduct Policy and Procedures received from former University Secretary and General Counsel Maureen Armstrong
February 2020	First meeting of ASCP-SAC Academic Honesty Policy Review Working Group
May 2020	Review of draft Academic Conduct Policy by ASCP and its Coordinating & Planning Sub-Committee
June 2020	Final meeting of Policy Review Working Group
July to September 2020	Policy and Procedures updated to reflect input from Working Group and Office of the Counsel
October 2020	Review of updated draft Academic Conduct Policy and Procedures by SAC and ASCP's Coordinating & Planning Sub-Committee
November 2020	Review of updated draft Academic Conduct Policy and Procedures by ASCP
February 2021	Community consultations on draft Policy and Procedures launched
Spring 2021	ASCP Coordinating & Planning Sub-Committee review of consultation feedback ASCP approval of the creation and Terms of Reference of a second Working Group to review consultation input and finalize Policy and Procedures First meeting of second Working Group
Fall 2021	Review of consultation input by second Working Group, resulting in further updates to draft Policy and Procedures
Spring 2022	Targeted follow-up consultations with Faculties based on consultation input and revised draft Policy and Procedures
June 2022	Final meeting of second Working Group
Fall 2022 (tentative)	C&P, SAC and full ASCP review of Policy and Procedures Senate facilitated discussion of Policy and Procedures

Timing	Activity
Fall 2022/Winter 2023 (tentative)	Senate review and approval of policy

As of October 21, 2022

The Senate of York University – Minutes

Meeting: Thursday 22 September 2022, 3:00 pm
Via Zoom

M. Roy (Chair)	M. Ebrahimi	T. Knight	V. Pavri
P. Puri (Vice-Chair)	C. Ehrlich	K. Krasny	P. Phillips
P. Robichaud (Secretary)	S. Embleton	C. Lamaison	A. Pitt
O. Alexandrakis	M. Erechchoukova	G. Langlois	C. Popovic
R. Allison	O. Eyawo	H. Larochelle	A. Pyée
A. Amirfazi	D. Fernandez	J. Lazenby	T. Rimmel
L. Appel	M. Fiola	R. Lee	N. Robinson
G. Audette	G. Fraser	V. Lehan	R. Savage
S. Bay Cheng	S. Gajic-Bruyea	N. Lemish	D. Scott
A. Belastro	L. Gilbert	R. Lenton	P. Singh
D. Berbecel	M. Guidice	T. Loebel	C. Steele
R. Bishop	A. Goli	A. Macpherson	A. M. Tarc
M. Bloom	J. Goodyer	J. Magee	K. Tasa
M. Budworth	C. Graham	L. Martin C. McAulay	S. Tchang
M. Bunch	J. Grant	A. McKenzie	T. Theophanidis
M. Buttigieg	R. Green	J.J. McMurty	M. Thomas
D. Cabianca	D. Gruspier	B. Meisner	G. Turlakis
M. Cado	M. Guzman	R. Metcalfe	P. Tsasis
E. Clements	M. Hamadeh	M. Moir	R. Tsushima
J. Conder	W. Ho	M. Morrow	W. van Wijngaarden
M. Condon	E. Hoque Prince	K. Murray	J. van Wijngaarden
J. Connolly	R. Hornsey	S. Murtha	G. Vanstone
S. Cote-Meek	A. Hovorka	A. Norwood	A. Viens
N. Couto	B. Hu	R. Ophir	R. Wang
K. Davidson	S. Karimi	K. Ozowe	P. Wood Burke
M. Dodman	P. Khaiteer	D. Palermo	N. Zamisa
	J. Kirchner	S. Paradis	

1. Chair’s Remarks

The Chair of Senate, Professor Mario Roy of Glendon College, welcomed new and returning Senators, extending wishes for success in research, teaching and learning in the year ahead, and introduced those joining him at the virtual front table, Vice-Chair, Professor Poonam Puri of Osgoode Hall Law School, University Secretary Pascal Robichaud and Senior Assistant Secretary of the University Cheryl Underhill. The Chair encouraged Senators to attend the upcoming October convocation to celebrate graduates and their families.

2. Business Arising from the Minutes

The Senate of York University – Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were no inquiries and communications.

4. President's Items

Drawing on the President's Annual Report to set the context for the 2022-2023 academic year, President Rhonda Lenton highlighted progress to date on advancing University Academic Plan priorities and United Nations Social Development Goals, the overall success of efforts to mitigate the impacts of the pandemic, and opportunities on the horizon such as Markham Campus, the forthcoming globalization and sustainability strategies, and explorations of the establishment of a medical school. Other updates shared by President Lenton included:

- an expression of appreciation to Senators for their engagement in collegial governance
- condolences on the passing of Her Majesty Queen Elizabeth II and recognition of the opportunity it presents to acknowledge the British monarchy's colonial legacy and focus efforts to advance decolonization
- recent institutional appointments, including Laina Ya-Hui Bay-Cheng as Associate Vice-President Faculty Affairs, Jennifer MacLean as Assistant Vice-President Innovation and Research Partnerships, and Nona Robinson as Vice-Provost Students
- an announcement of the honorary degree recipients to be recognized at the October convocation ceremonies
- in the context of COVID-19's shift toward endemic status, an update on the University's implementation of a community care approach while continuing to take precautions, track the pattern of the virus and engage with government and public health authorities

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

Committee Reports

5. Executive Committee

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

The Senate of York University – Minutes

The Vice-Chair reported that no further nominations had been received and presented Senators with a slate of nominees for the contract faculty seat on the Academic Standards, Curriculum and Pedagogy Committee. It was moved, seconded and carried **“that nominations be closed”** for the election to ASCP. As a result of the vote, an election was to be held beginning the following week.

b. The Rules of Senate: Revisions

In introducing the item, the Chair reminded Senators that the Executive Committee had provided notice of motion for the revisions in May, with Senate engaging in discussion about the proposed revisions at both the May and June meetings. Following Senate’s referral of the Rules changes back to the Executive Committee at the June meeting, the Committee discussed the input received and made further adjustments to the proposed revisions.

It was moved and seconded **“that Senate approve the following revisions to the Rules of Senate set out below:**

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

On a vote, the motion was *carried*.

c. Information items

The Senate of York University – Minutes

The Executive Committee’s information items included the following:

- its efforts to continue to fill remaining vacancies on the Tenure & Promotion and Awards committees and the Joint Sub-Committee on Quality Assurance, and to seek Vice-Chair / Chair of Senate candidates
- its ongoing monitoring of the pandemic disruption, with a focus on the circumstances at the start of this term and criteria to be taken into account to determine the timing of declaring the disruption ended
- its plan to hold upcoming Senate meetings in each of the virtual, hybrid and in-person formats
- its review of the Senator and Senate Committee member survey results and plan to hold a series of facilitated discussions at Senate meetings

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

a. Information items

The information items in the Committee’s written report were *noted*.

7. Academic Standards, Curriculum and Pedagogy Committee

a. Establishment of a Bachelor and Bachelor (Honours) of Sport Management degree type

It was moved, seconded and *carried* **“that Senate approve the establishment of the degree of Bachelor and Bachelor (Honours) of Sport Management.”**

b. Establishment of the Bachelor and Bachelor (Honours) of Sport Management program

It was moved, seconded and *carried* **“that Senate approve the establishment of the Bachelor and Bachelor (Honours) of Sport Management programs, housed in the School of Human Resources Management, Faculty of Liberal Arts & Professional Studies, and located at Markham Campus, effective FW2024-2025.”**

c. Closure of the York-Seneca Dual Credential Program in Sustainable Environmental Management and Advanced Diploma in Environmental Technology

It was moved, seconded and *carried* **“that Senate approve the closure of the York-Seneca Dual Credential Program in Sustainable Environmental Management (BES degree) and the Advanced Diploma in Environmental Technology, housed in the Faculty of Environmental and Urban Change, effective FW2022-2023.”**

The Senate of York University – Minutes

d. Closure of the York-Seneca Dual Credential program in Urban Sustainability

It was moved, seconded and *carried* **“that Senate approve closure of the York-Seneca Dual Credential program in Urban Sustainability, housed in the Faculty of Environmental and Urban Change, effective FW2022-2023.”**

e. Closure of the York-Humber Dual Credential in International Development

It was moved, seconded and *carried* **“that Senate approve the closure of the Dual Credential Program in International Development with Humber College, housed in the Faculty of Environmental and Urban Change, effective FW2022-2023.”**

f. Changes to Faculty of Graduate Studies Regulations

It was moved, seconded and carried **“that Senate approve the following with regard to Faculty of Graduate Studies Regulations, as set out in Appendix E:**

- **expanded content pertaining to Thesis and Dissertation Formats, including revisions to the sections on Doctoral Dissertations, Originality of the Thesis/Dissertation, Manuscript-based Theses and Dissertations, Complex Electronic and Multimodal Theses and Dissertations, and Language of Theses/Dissertations, and the addition of sections on Monograph Theses and Dissertations, Suitability of Proposed Format, and Preface Guidelines, effective May 1, 2024;**
- **the addition of a Doctoral Dissertation Proposal Milestone regulation, effective September 1, 2023; and**
- **revisions to the regulation on Academic Honesty, effective January 1, 2023.”**

g. Information Items

The information items outlined in the Committee’s written report were *noted*.

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 23 June 2022

The Minutes of the meeting of 23 June 2022 were *approved by consent*.

The Senate of York University – Minutes

10. Granting of Degrees, Certificates and Diplomas (Fall 2022 to Spring 2023)

By approving an ASCP recommendation, Senate *authorized*:

- the granting of degrees at the University’s convocations held in Fall 2022, February 2023 (Convocation In Absentia) and Spring 2023, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees;
- the granting of diplomas and certificates at the University's Convocations held in Fall 2022, February 2023 (Convocation In Absentia) and Spring 2023, and individually to students at any point during the year who have fulfilled the requirements for receipt of diplomas and certificates; and
- the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education.

11. Senators on the Board of Governors re: June 2022 Meeting of the Board

A synopsis of the Board meeting of 28 June 2022 as conveyed by Senators Etcheverry and Budworth was *noted*.

Mario Roy, Chair

Pascal Robichaud, Secretary

Synopsis

476th Meeting held on 3 October 2022

Appointments/Re-appointments

Chancellor

- Appointment of Kathleen Taylor to succeed the Honourable Gregory Sorbara as York's fourteenth Chancellor, for a 3-year term beginning January 1, 2023.

Vice President, Finance and Administration

- Re-appointment of Carol McAulay as Vice President, Finance and Administration for an additional five-year term commencing October 4, 2022 and ending October 4, 2027.

Pension Fund Board of Trustees

- Appointment of Professor Adam Parachin, as an OHFA nominee, to the Pension Fund Board of Trustees, effective October 1, 2022, for a three-year term.

Approvals

The amendment to the Banking Resolution to reflect changes in the Finance and Audit Division for signing officers on University bank accounts.

Presentations

From the President an update on the implementation of the University Academic Plan (UAP) outlining key accomplishments with the development of the Markham Campus, advances in research, progress on sustainability, improvement to York's internationalization, the development of York's plan to establish a School of Medicine, a new Campus Vision and Strategy, the Quad 3 Project, York's Decolonization, Equity, Diversity and Inclusion (DEDI) Strategy and revenue diversification.

Reports

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

York University Board of Governors

Synopsis

The Annual Report on the York University Pension Plan and Fund from the Finance and Audit Committee.

The agenda for the meeting is posted on the Board of Governors website:

<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2022/09/board-agenda-20221003.pdf>

Pascal Robichaud, Secretary