

# York University Senate

## Notice of Meeting

Thursday 24 November 2022, 3:00 – 5:00 pm

Via Videoconference

### AGENDA

Page

- |       |   |   |
|-------|---|---|
|       | 1. Chair's Remarks (M. Roy)   |   |
|       | 2. Business arising from the Minutes  |   |
| 15min | 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)  |   |
|       | a. Masking on campuses  |   |
| 15min | b. Kudos Report .....   | 3 |

### Committee Reports

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|--|---|---|
|  | 5. Executive Committee (P. Puri) .....                                    | 8 |
|  | 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 the Rules of Senate, 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.

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|--|---|----|
|  | b. Interim extension of waiver of required Attending Physician's Statement in support of requests for deferred standing or petitions (For approval) |    |
|  | 6. Academic Policy, Planning and Research (M. Moir) .....   | 12 |

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|--|--|--|
|  | a. Chartering of Organized Research Units (For approval) (Appendix A, page 18) |  |
|--|--|--|

    Manufacturing Technology Entrepreneurship Centre  
    Mobility Innovation Centre  
    LaMarsh Centre for Child and Youth Research  
    Centre for Research on Language and Culture Contact  
    Nathanson Centre on Transnational Human Rights, Crime & Security  
    The Robarts Centre for Canadian Studies

45min



# York University Senate

- b. Provost’s Autumn Report (Provost and Vice-President Academic (Appendix B, page 96)
  - Preliminary FW 2022-2023 enrolments update
  - Faculty complement update

7. Academic Standards, Curriculum and Pedagogy (M. Bunch) ..... 148

- a. Establishment of a Master of Health Industry Administration degree type: Notice of Statutory Motion (Appendix A, page 155)
- b. Establishment of MA and PhD programs in Global Health, School of Global Health, Faculty of Health (Appendix B, page 226)
- c. Grading Scheme Implementation: phased implementation of Policy on York University Grading Schemes and revisions to Honours progression policies (Appendices C and D, page 289 )

20min

8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (M. Moir / M. Bunch) ..... 306

- a. Report of the Sub-Committee on Quality Assurance (Appendix A) ..... 307

10min

9. Other Business

## Consent Agenda

10. Minutes of the Meeting of 27 October 2022 ..... 362

*P. Robichaud, Secretary*

## **Academic Colleagues Notes**

October 11 and 12, 2022

### **Evening meeting, Tuesday, October 11, 2022, 6:00 – 8:30 pm**

#### **Discussion on Proximal and Distal Teaching Modalities**

In preparation for the discussion at the 314<sup>th</sup> meeting of Council, colleagues engaged in a discussion on proximal and distal teaching modalities. Colleagues began the discussion with a roundtable on current modalities, then discussed the benefits, challenges, and considerations for strategic decisions.

Key themes that emerged from the discussion included a recognition that not all programs benefited from purely online learning, that to truly undertake online learning required more work than just pivoting to zoom lectures, and that there are benefits to hybrid learning if done correctly and with the appropriate supports. (recognition that there were different definitions of hybrid among and even within institutions)

It was also noted that while not all students enjoyed online learning, there were significant equity benefits of remote participation, especially related to the financial, physical, and geographical restrictions being lessened and multiple learning styles being accommodated.

Colleagues also noted that there continue to be technological challenges, concerns around grade inflation, and impacts of newer learning assessments instead of traditional examinations.

### **Colleagues meeting, Wednesday, October 12, 2022, 9:00 am – 12:00 pm**

#### **Information sharing**

During the information sharing, Colleagues discussed a number of issues that their institutions were currently dealing with, including format of Senate meetings, international students, Covid-19 measures and impacts, enrollment, homecoming, housing, and fiscal challenges.

#### **COU Update**

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

Steve began his update discussing COU's advocacy priorities, with the most important being telling the story of the vital role that Ontario's universities play. Including talking about the impact of our knowledge generation and research and commercialization on society.

Steve also shared that the government could be announcing an expert panel on the postsecondary sector, and that COU would be advocating for financial sustainability. He also provided an overview of COU's commitment to strong university financial transparency and accountability that includes the development of Leading Practices in University Board Governance and the Financial Health and Transparency Framework Plan.

During the Q&A, Colleagues raised concerns on the impact of the Auditor General's report, and how to highlight the positive impact universities are having on society.

#### **Planning for October 13 Council**

Following the previous evenings discussions on current modalities, Colleagues narrowed the discussion into the following themes for presentation at the Council meeting:

- Framing the discussion (led by Andrew Papadopoulos)
- Student Engagement (led by Kim Hellemans)
- Technology (led by Phil Dutton)
- Access (led by Jenn McArthur)

Each colleague leading a discussion theme was asked to prepare a brief 2-4 minute overview of the theme to start the discussion with Executive Heads at Council.

### **Committee Reports**

Quality Council – There was no verbal report of Quality Council provided as the two Colleagues on the Quality Council board are no longer Academic Colleagues. COU was asked to connect with Quality Council on a report. A representative from Quality Council will attend the December meeting of Academic Colleagues to provide an update.

Executive Committee – Doug Ivison reported that the Executive Committee met and discussed preparation for the upcoming Council meeting. He also noted that the Executive Committee is a great committee to participate in as it provides insights into the sectors thinking.

### **Other business**

#### *Land acknowledgments at upcoming meetings*

Alyson King, Ontario Tech, volunteered to provide the Land Acknowledgment at the December meeting of Colleagues. Pauline Barmby, Western will do the acknowledgement at the February 14<sup>th</sup> meeting.

# PRESIDENT'S KUDOS REPORT

NOVEMBER 2022



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.



Lassonde School of Engineering Dean, [Jane Goodyer](#), has been appointed to the executive committee of the Global Engineering Deans Council (GEDC) for a three-year term. Created in 2008, GEDC's mission is to serve as a global network of engineering deans and leverage the collective strengths for the advancement of engineering education and research. In her new role, Goodyer hopes to help pave the way for engineering leaders to network and increase the organization's membership to further its mission, vision and strategic priorities.



School of the Arts, Media, Performance & Design Professor [Christina Petrowska Quilico](#) has been appointed to the Order of Ontario for 2021. Petrowska Quilico, a professor of musicology and piano at York University, has opened the ears of music lovers internationally through numerous classical and contemporary performances, with an orchestra and as a soloist on more than 50 internationally acclaimed recordings. As a professor, she has received esteemed research awards. As a benefactor, she established The Christina and Louis Quilico Award at the Ontario Arts Foundation and the Canadian Opera Company. The Order of Ontario recognizes exceptional leaders from all walks of life and diverse fields of endeavour whose impact and lasting legacy have played an important role in building a stronger province, country and world.

## APPOINTMENT



[Oluwakemi \(Kemi\) Oke](#) has been appointed as the Ombudsperson of York University, commencing December 1, 2022. As an experienced Ombudsperson, who most recently served as Associate Ombudsperson at Simon Fraser University, she has advised on procedural fairness concerns in university policy review processes, identified and resolved systemic challenges, and collaborated with different stakeholders to promote fairness and equity in the university. The university would like to thank Maureen Armstrong, who has been serving as the Interim Ombudsperson since 2020.



Osgoode Hall Law School's chief law librarian, [Yemisi Dina](#), has been honoured as one of Canada's Top 100 Most Powerful Women by the Toronto-based Women's Executive Network (WXN). Dina was recognized for her leadership within her field. WXN is a national organization dedicated to propelling and celebrating the advancement of women of all ages, at all levels and in all sectors.



School of Politics, Faculty of Liberal Arts & Professional Studies Professor [Nergis Canef](#), has been selected for a second consecutive year for a fellowship at the Institute of Human Sciences in Vienna, Austria – a prestigious institution of advanced study focusing on intellectual exchange across disciplines, between academia and society, and among regions that now embrace the global south and north. During her fellowship, she will focus on research examining the societal dimensions of war crimes and mass atrocities in the context of crimes against humanity, such as those witnessed by the decade-long Syrian conflict, the Russian invasion of Ukraine, the Rohingya exodus from Myanmar, and other such human-made catastrophes of the post-Cold War era.



[Rami Mayer](#), executive director of Schulich ExecEd, an extension of York University's Schulich School of Business, was awarded the Queen's Platinum Jubilee pin by Member of Parliament for Thornhill Melissa Lantsman. This year marked Queen Elizabeth II's Platinum Jubilee, and the pin was created to commemorate her 70-year reign. Under Mayer's leadership, Schulich ExecEd has become one of the most successful and prominent professional development providers in Canada, with a vast network of consultants, facilitators, boutique company partners, and Schulich School of Business faculty. As the initiator of custom programs for organizations, Mayer systematically built and led a team that created, sold and delivered a portfolio of programs and customized solutions to B2B and B2C clients across the globe.



The Glendon School of Public and International Affairs has announced the appointment of [Clare Hutchinson](#) as the inaugural Power Corporation of Canada Distinguished Fellowship for 2022-23. The fellowship recognizes individuals who have made outstanding contributions to public policy through leadership, service, mentorship and high-impact research. From 2018-21, Hutchinson was appointed as NATO secretary-general special representative for women, peace and security, high-level focal point on children and armed conflict and head of the NATO Human Security Unit. Hutchinson is a "Women Leader for Peace" as part of the International Leadership Association, and a mentor for the Women in International Security for Eastern Partnership Program.



On November 1, 2022, the [Lassonde School of Engineering](#) celebrated its 10th anniversary with a series of events recognizing the School's many accomplishments since its inception. Over the past decade, Lassonde has established itself as a leading interdisciplinary School, a home where creators are empowered to make the world a more just and sustainable place. The all-day celebration started with Lassonde welcoming York University President and Vice-Chancellor, Rhonda Lenton; the School's Founding Donor, Pierre Lassonde; and his daughter, Julie Lassonde, for a luncheon and masterclass.



Faculty of Health Associate Professor [Christine Jonas-Simpson](#) is part of a research team recognized with the Canadian Institutes of Health Research Institute of Aging Betty Havens Prize for Knowledge Mobilization in Aging. The Team, led by KITE senior scientist Dr. Pia Kontos, created the research-based theatre production and film *Cracked: New Light on Dementia* and *Dementia in New Light: A Digital Learning Experience*. The award recognizes the outstanding achievements of an individual, team or organization who have advanced the mobilization of research in aging at a local or regional level.



The fifth annual [Dean's Award for Research Excellence \(DARE\) winners](#) were recognized in a special celebration by the Faculty of Liberal Arts & Professional Studies (LA&PS). Thirty-eight recipients showcased their exceptional work completed over the summer under the leadership of their professors. LA&PS launched DARE to provide opportunities for undergraduate students to engage in faculty-supervised research. Students each received \$5,000 for their work over a four-month period. View the 2022 award recipients in the [winner's gallery](#).



[Nicole Arsenault](#), MES alumna, was a finalist for the Association for the Advancement of Sustainability in Higher Education (AASHE) Campus Sustainability Research Award for her MES Research Paper on "The Role of Universities Towards a Sustainable Future: Integrating the Sustainable Development Goals" (Supervisor: Alice Hovorka; Advisor: Jose Etcheverry). The award recognizes published and unpublished research that contributes to the advancement of higher education sustainability.



Congratulations to York Lions 2022 [Women's Soccer Team](#) on their Ontario University Athletics (OUA) silver medal. An OUA silver medal and an appearance at the U SPORTS championship will go down in the history books as the highlights of the season for the 2022 York University Lions women's soccer team, as they dropped a 4-1 decision to the UBC Thunderbirds in the U SPORTS championship's consolation semifinal. The loss ends a memorable campaign for York, who went until the OUA championship game without registering a road loss.



The new [Alchemy Lecture](#), which aims to run annually, is hosted by LA&PS and is a multi-vocal model that brings together a constellation of three to four thinkers and practitioners from different disciplines and geographies to think together on the most pressing issues of our times. Spearheaded by the Canada Research Chair in Black Studies in the Humanities and York Professor Christina Sharpe, York University's new Alchemy Lecture debuted on November 10th. The inaugural lecture, titled "Borders, Human Itineraries and All Our Relation," brought together four alchemists:

- Dele Adeyemois (UK/Nigeria), is an architect, artist, and critical urban theorist.
- Natalie Diaz (US/MOJAVE/AKIMEL O'OTHAM), is an author, MacArthur Foundation Fellow, a Lannan Literary Fellow, and a Native Arts Council Foundation Artist Fellow
- Nadia Yala Kisukidi (FRANCE), is an Associate Professor in philosophy at Paris 8 Vincennes-Saint-Denis University.
- Rinaldo Walcott (CANADA), is a Professor in the Women and Gender Studies Institute and former Canada Research Chair of Social Justice and Cultural Studies.



York University has announced this year's recipients of the [Provost's Postdoctoral Fellowships for Black and Indigenous Scholars](#). This important initiative supports up to four scholars annually in any field of study and provides the successful applicants with a salary of \$70,000 annually for a two-year term. The 2022 recipients, where they will be housed, and their research focuses are:

- Sylvester Aboagye, PhD candidate in Electrical Engineering from Memorial University, Housed with Lassonde School of Engineering, Research focus: How humans can improve the achievable data rate, coverage and energy efficiency performances of communication technologies, with a focus on wireless communication networks.
- Landing Badji, PhD in Ecology and Ecosystem Management from Cheikh Anta Diop University, Housed with Glendon, Research focus: Self-medication, hormones and human-chimpanzee interactions.
- Leora Gansworth, PhD in Critical Human Geography, York University, Housed with Osgoode Hall Law School, Research focus: The environmental health priorities in the Algonquin territory.
- Graeme Reed, PhD candidate in rural studies at the University of Guelph, Housed with Center for Indigenous Knowledges and Languages, Research focus: Indigenous visions for self-determined climate solutions



YSpace, York's pan-University entrepreneurship hub, held one of its flagship events, the [YSpace Technology Accelerator Demo Day](#), where the top three startups in the accelerator program were recognized. AI technology startup NLPatent secured the top prize, and the top three finalists were each awarded a portion of the \$30,000 prize funds. Securing the second-place prize of \$10,000 was Cola's Kitchen, a personalized, fresh food solution for dogs and their owners. The third-place prize worth \$5,000 went to Sn126, a tech startup dedicated to building the future of API testing.



The Intergovernmental Panel on Climate Change (IPCC) has been declared a co-laureate of the 2022 Gulbenkian Prize for Humanity, together with the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). [Ellie Perkins](#) served as one of the authors in the 6th Assessment Cycle and was instrumental to the IPCC's success. The Jury of the Gulbenkian Prize for Humanity, led by Dr. Angela Merkel, selected the IPCC and IPBES out of 116 nominations from 41 countries, in recognition of "...the role of science on the front line of tackling climate change and the loss of biodiversity." The prize was launched by the Calouste Gulbenkian Foundation in 2020 with the objective of distinguishing persons and organisations from around the world whose work has greatly contributed to mitigating the impacts of climate change.



On October 26, 2022, the Lassonde School of Engineering hosted the [Lassonde Awards Ceremony](#). This annual ceremony celebrates our students' academic successes and extracurricular excellence in the 2021-2022 academic year. The ceremony welcomed many special guests including external partners, students, faculty and staff. In total, 45 awards were presented throughout the ceremony. Many of these awards and scholarships would not be available to students without the support of Lassonde's partners and donors.





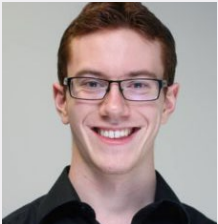
Wellcome Trust, a leading charitable foundation that supports science to solve the urgent health issues facing everyone, has awarded \$8.7-million to support a new initiative based at the [Global Strategy Lab](#) at York University. The initiative will bridge science and policy to support evidence-informed AMR policymaking around the world. This initiative is led by York Professors Steven J. Hoffman and Susan Rogers Van Katwyk with support from leading York University researchers Professors Mathieu Poirier, Adrian Viens, Tarra Penny and University of Ottawa Professor Patrick Fafard.



The AMR Policy Accelerator is designed to advise the world's governments, public health institutions and decision-makers on effective and equitable policies to ensure sustainable antimicrobial use for everyone. The AMR Policy Accelerator will undertake rigorous research, develop practical resources and tailor custom advisory services to comprehensively support equitable, evidence-informed policymaking on antimicrobial resistance at the national and global levels.



A team of researchers from the [Dahdaleh Institute for Global Health Research and Lassonde School of Engineering](#) have revamped their Safe Water Optimization Tool with multiple innovations that will help aid workers unlock potentially life-saving information from water-quality data regularly collected in humanitarian settings. Created in partnership with Doctors Without Borders/Médecins Sans Frontières, the free-to-use, open-source online platform has been shown to dramatically increase water safety for people living in refugee camps and has corrected major inaccuracies about proper chlorination levels that went on for decades. The team, who say these improvements are informed by real-life lessons gleaned from the field, includes:



- Syed Imran Ali, team lead, research Fellow at the Dahdaleh Institute and an adjunct professor at the Lassonde School of Engineering
- Professor Usman T. Khan, machine learning lead from Lassonde's Department of Civil Engineering
- Mike De Santi, modelling graduate researcher
- Dahdaleh Institute Director Dr. James Orbinski, MD
- James Brown, field advisor



## Executive Committee – Report to Senate

At its meeting of 24 November 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. 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 24 November 2022.

**Tenure and Promotions** (Full-time faculty members; 2 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).

Minoo Derayeh, Associate professor, Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

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 and upcoming (as of January) 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](mailto:ppuri@osgoode.yorku.ca)), or to Cheryl Underhill ([underhil@yorku.ca](mailto:underhil@yorku.ca)), at the University Secretariat.

#### b. Interim Extension of the Waiver of Required Attending Physician’s Statements

Senate Executive recommends:

**That Senate extend the waiver of required Attending Physician Statements to support requests for deferred standing, petitions and appeals to 31 December 2023, with final report / recommendation on its status to Senate by November 2023.**

# Executive Committee – Report to Senate

## Rationale

Earlier this month Senate Executive communicated its [decision](#) to declare ended as of 25 November 2022 the disruption that began in March 2020. One of the forms of accommodation provided by Executive from the outset of the disruption was the decision that students will not be required to submit an Attending Physician's Statement (APS) in support of requests for deferred standing or petitions; it remained in place for the entirety of the disruption to support fairness to students (one of the principles of the Senate Disruptions Policy) and to not contribute to the overburdened healthcare system resulting from the COVID-19 pandemic.

There is no Senate-level policy on APS, but the requirement for them has been a longstanding part of the University's robust petitions framework, dating back to 1999 and the Senate-led initiative to harmonize petitions and appeals procedures across the University. Some of the policies and procedures approved by Senate in 1999 include a specific reference to the requirement for medical documentation; for example, the [Deferred Standing Agreement](#). The Faculty petitions and appeals committees and the Senate Appeals Committee (SAC) continue to rely on these policies and procedures in their consideration of student petitions and appeals.

Following Senate Executive's decision to waive required APS documentation when the disruption was first declared in March 2020, questions surfaced about the value of an APS. In response, the Academic Standards, Curriculum and Pedagogy (ASCP) and SAC committees have been reviewing the requirement and the concerns about it; the Senate committees launched a University-wide consultation on the practice of requiring doctors' note in Spring 2021. A policy to govern this academic matter is in active development under the auspices of ASCP, which is expected to come forward to Senate for approval in the coming year.

As a bridge between the period of the end of the disruption (and the Disruptions Policy no longer being in effect) and the approval and implementation of the new policy, Executive is recommending, with the support of ASCP, that Senate approve an interim extension of the waiver of the requirement. Extending this form of support aligns with the ongoing student absences due to illness and concurrent requests for special consideration, and also continues efforts to reduce the ongoing burden on the healthcare system in the province.

A progress report on the status of the policy will come forward to Senate in April of this academic year, with a final report / recommendation to Senate by November 2023. The interim extension to the end of December 2023 provides a cushion should delays in bringing the policy emerge and there is a need for continuation of the waiver through the academic session in progress.

# Executive Committee – Report to Senate

## FOR INFORMATION

### **c. Approval of Members of Senate Committees Nominated by Student Senators**

The Executive Committee has approved the individuals listed below as nominated by student Senators to serve on Senate committees for the 2022-2023 governance year.

#### **Executive**

Nyarai Chidemo, undergraduate, Faculty of Liberal Arts and Professional Studies, Public Administration (Law, Justice, & Public Policy) 4<sup>th</sup> year

Dylan Gruspier, Graduate, Faculty of Environmental and Urban Change, MES, 2<sup>nd</sup> year

#### **Appeals**

Yashna Manek, undergraduate, Faculty of Science, Major / Minor Mathematics for Education and French Studies, 2<sup>nd</sup> year

Disha Mittal, graduate, Schulich School of Business / Osgoode Hall Law School, MBA / JD, 2<sup>nd</sup> year

Shawn Yuan, undergraduate, Faculty of Liberal Arts and Professional Studies, B.A., Hons. Law and Society 4<sup>th</sup> year

#### **Awards**

Kingsley Ozowe, graduate, Schulich School of Business, MBA, 2nd year

#### **Equity Subcommittee**

Rose Wang, graduate, Osgoode Hall Law School, JD, 2nd year

The Committee looks forward to soon receiving nominations for the remaining student positions on Senate committees.

### **d. Senate Membership 2023-2025**

As required by the Rules of Senate, (Section 2, P. 2.19-2.20, Periodic Review and Publication of Senate Membership Reviews), the Senate Executive Committee is this year undertaking a task to review the membership of Senate for the 2023-2025 two-year period. With its launch in 2024, the exercise this year will also include the consideration of how to integrate representation from the Markham campus on the governing body.

Preliminary discussions of approaches to the representation of Markham campus on Senate commenced at the Executive meeting this month. Recommended revisions to the 2023-2025 membership will be presented to Executive at a subsequent meeting for approval and recommendation to Senate by means of a statutory motion. The notice of motion to Senate and final recommendation are planned for the winter term.

## **Executive Committee – Report to Senate**

### **e. December Meeting of Senate**

Based on a forecast of pending business for Senate, it is anticipated that it will be necessary for Senate to convene in December. Confirmation of a meeting of Senate will be made well before the scheduled date of Thursday, 15 December. Accordingly, Senators are asked to reserve the 3:00pm meeting time on that date until a definitive announcement is made. If proceeding, the meeting will be delivered virtually.

*Mario Roy, Chair*

*Poonam Puri, Vice-Chair*

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 24 November 2022

### FOR ACTION

#### a. Chartering of Organized Research Units<sup>1</sup>

The Academic Policy, Planning and Research Committee recommends,

**That Senate approve the chartering of the following Organized Research Units for a five-year period effective 1 July 2023 – 30 June 2028:**

**Manufacturing Technology Entrepreneurship Centre (1 July 2022 – 30 June 2027)**

**Mobility Innovation Centre**

**LaMarsh Centre for Child and Youth Research**

**Centre for Research on Language and Culture Contact**

**Nathanson Centre on Transnational Human Rights, Crime & Security**

**The Robarts Centre for Canadian Studies**

#### **Rationale**

APPRC proposes the chartering of these six Organized Research Units (a mix of Faculty-based and institutional-based units) based on recommendations from its Sub-Committee on ORUs, and its satisfaction that all of them are of high academic caliber, predicated on appropriate strategic planning, have a critical mass of researchers who will participate actively in the ORU, have plans for sustainable resourcing, and have strong support from the Vice-President Research & Innovation. With the chartering of these units, the total number of ORUs at the University will increase to 32.

The critical resource issue of space sufficiency for research, faculty complement growth, and programming have been recent themes identified by APPRC and they were discussed in conjunction with the review of this cohort of ORU charter applications. The Committee is satisfied that the two new and four continuing ORUs being recommended for charters will have the conditions necessary for sustained success in achieving their mandates and goals and that the appropriate space for them will be provided.

A matter applicable to all ORUs going forward is the need for the research institutes and centres at York to have a research data management strategy in alignment with the requirements of the [Tri-Agency Research Data Management Policy](#). The Office of the VPRI

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

## **Academic Policy, Planning and Research Committee Report to Senate**

has committed to ensuring that this requirement will be addressed with assistance from the York University Libraries.

Supporting documentation, including decanal / Vice-President statements, is attached as Appendix A.

### **FOR INFORMATION**

#### **b. Provost's Autumn Report on Complement and Enrolment**

As is customary in the autumn, the Provost reports to APPRC and Senate on enrolments and faculty complements to share information on and facilitate discussion of trends in these two areas critical to program delivery, success in implementing academic strategies, and progress on advancing UAP priorities. Provost Philipps previewed the report with APPRC earlier this month and gathered feedback from members. The presentation slides are attached as Appendix B.

The Provost will speak to the slides at the Senate meeting, highlighting measures being implemented in support of the [Faculty Complement Renewal Strategy](#) and performance on objectives to date.

APPRC noted the continuing progress emerging from recent measures to advance diversification and race equity within the complement, which is now better able to be assessed by the disaggregation of data made possible by the new self-identification form in use. APPRC recommended that in future community presentations and consultation exercises (e.g., on the operating budget, key academic initiatives etc.), this information be woven into the material as appropriate for context. As was noted last year in this annual report, the significant growth in the teaching stream complement continues. In the equity context, APPRC recommended ongoing monitoring of hiring patterns within this cohort which tends towards a higher proportion of women than the professorial stream. The Provost confirmed that the data on the complement distribution are being tracked, and that no distinct patterns are emerging, other than in recent years a higher number of equity hires alternating between the professorial and teaching streams. One of the specific objectives in the Complement Strategy is to achieve a gradual increase in faculty:student ratio institutionally. Pleased to see the comprehensive data on this metric provided in this year's presentation, the Committee noted those Faculties that are seeing improvements and those continuing to experience challenges to achieve progress on this metric. A suggestion proffered by APPRC was to explore options to enhance the level of support and recognition for teaching excellence towards the UAP priority on 21<sup>st</sup> century learning

## **Academic Policy, Planning and Research Committee Report to Senate**

commensurate with the measures being taken to support the intensification of research (e.g., the York Research Chairs, the Catalyzing Interdisciplinary Research Clusters).

Enrolments for FW2023-2024 are below the undergraduate, Masters and PhD targets. The Provost will speak in greater detail to the results. The enrolment and retention challenges are not unique to York; declines are being experienced sector-wide due to the impact of the pandemic, particularly with international student numbers. The drop in enrolments in any one year has a flow-through effect into subsequent academic years, compounding the impact on the revenue side of the ledger. Fortunately, contingency plans built into the 2022 – 2025 multi-year budget plan cushions the overall financial position of the University amid this cyclical turn of under-enrolment.

### **c. 2022-2023 APPRC Priorities**

The *Senate Academic Policy, Planning and Research Committee* (APPRC) confirmed its substantive priorities for this academic year and has transmitted them to Senate Executive. The Committee is now developing implementation plans for the various initiatives.

APPRC is broadly responsible for consultations and recommendations to Senate on academic plans and major academic policies. One of its core responsibilities is “recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives.” Each year, therefore, assessing progress towards the UAP is included in the Committee’s priorities.

The lived-experience of the impact of the disruption on the University over the past two years has generated interest in the topic of what 21<sup>st</sup>-century teaching and learning looks like post-pandemic. This has been a focus of APPRC’s recent planning fora. The Committee has a keen interest in advancing the discussion of the future of pedagogy at the University, and it features among its priorities this year.

In accordance with its responsibility for consultations and recommendations to Senate on academic plans and major academic policies, it will also be a priority for APPRC this year to monitor major academic planning initiatives and engage Senate in planning discussions / decisions as appropriate. The major initiatives in-focus this year include:

- Markham Campus, planning for the 2024 launch
- Vaughan Healthcare Centre Precinct (including the possibility of a School of Medicine)
- Renewal of the Strategic Research Plan, 2023-2028



# **Academic Policy, Planning and Research Committee Report to Senate**

## **d. School of Medicine and Vaughan Healthcare Centre Precinct Planning**

The proposal for the York University School of Medicine has been submitted to the Province seeking authorization to proceed with a new school with government provision of operating funding and student residencies. It is hoped a timely response is received. Planning continues to position the University to be able to move swiftly forward upon receipt of a green light from the Province.

APPRC has begun to consider what next steps would be required for the Committee and Senate in the event that the University receives confirmation that provincial funding is available for a medical school. Early preparation would lead to a smooth progression when provincial agreement is secured. The Committee will continue to discuss process and governance matters coincident with ongoing planning efforts for the initiative.

Concurrently, the Provost has facilitated consultation with Faculty Councils and interested Departments and Schools about the both the School of Medicine proposal and the potential to create an integrated Health campus within the Vaughan Healthcare Centre Precinct. The discussions have confirmed support for these initiatives. Overall, there is enthusiasm for the opportunities provided by both initiatives, and encouragement to pursue an interdisciplinary approach that builds on expertise already embedded in curricular programming as well as many ongoing research, innovation, and community engagement projects that address issues of health and well-being. Concerns raised include a desire to ensure that the University remains balanced and supportive of its established areas of strength, and the need for additional resources to develop any significant new or expanded programming. The conversations with colleagues have been important and constructive, and will continue.

The Provost and others have also met with external groups across the University-Vaughan catchment area including representatives of hospitals and other healthcare providers, leaders in family medicine, chief medical officers of health, municipal and regional government officials, and Indigenous community leaders. Important questions and input have been received regarding the most pressing community needs, along with many letters of support for the proposed School of Medicine. The conversations have surfaced the desire of several groups and individuals in the external community to work more closely with York, its faculty members, and students, regardless of when a School of Medicine may be established.

APPRC will keep Senate informed of developments and academic planning steps.

# Academic Policy, Planning and Research Committee Report to Senate

## **e. Renewal of the Strategic Research Plan**

Included among APPRC's priorities this year is collaboration on and support for the renewal of the *2018-2023 Strategic Research Plan*. The renewal exercise is being led by the Vice-President Research and Innovation, Amir Asif, aided by a Strategic Research Plan Advisory Committee. Broad consultation is being undertaken across the University to gather input on the direction and framing the next iteration of the plan should take. Constructive advice is being received through presentations and discussion at Faculty Councils and in open community sessions and will help shape the strategy.

APPRC anticipates reviewing a draft SRP early in the winter term and bringing forward to Senate a final version for approval in the Spring.

## **f. Strategic repositioning of Glendon**

The Provost and Vice-President Academic has a standing report on APPRC agendas to raise and discuss academic initiatives with the Committee in keeping with its oversight role of academic plans and major academic policies. A specific responsibility within APPRC's mandate is to report to Senate on reviews of existing Faculties, units, centres and programs and to bring forward recommendations for changes arising from such reports. In that context, the Committee has received briefings on and discussed with the Provost the strategic review process aimed at renewal and repositioning of Glendon's academic offerings in the current post-secondary environment.

As a reminder for Senate, a primary driver of the revisioning exercise is the need to reverse the trend of declining enrolments at Glendon, but a complementary goal of the review is to integrate a broader set of initiatives taken up by colleagues in recent years to define a standard Glendon degree format and to explore bilingualism options and Glendon's identity. The exercise is at the stage of discussing with the Glendon community the framework for assessing program alignment with the defined value proposition (the latter defined as "a set of characteristics based on which potential students can decide to study discipline X at Glendon instead of [elsewhere].") The program review and implementation of recommended changes is targeted for completion by September 2024.

APPRC will continue to engage in discussions about the initiative and thereafter report to Senate.

# Academic Policy, Planning and Research Committee Report to Senate

## **g. Organized Research Units Sub-Committee Report**

The APPRC *Sub-committee on Organized Research Units* met several times in October and November. In addition to the recommendations on individual charter applications, the Sub-committee concurred with the request from the Vice-President Research & Innovation to delay the launch of the charter for the *Centre for Integrative and Applied Neuroscience*. To accommodate extenuating circumstances that arose following the approval of its charter this past June, the Centre's five-year charter will move forward one year to a revised term of 1 July 2023 – 30 June 2028.

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

Michael Moir  
Chair of APPRC

## **Manufacturing Technology Entrepreneurship Centre**

### **Terms and Expectations**

### **2022 – 2027 Charter**

#### **1. Mandate**

The Manufacturing Technology Entrepreneurship Centre (MTEC) will integrate critical aspects of interdisciplinary research in manufacturing, technology and entrepreneurship, to reinforce research intensification by developing cutting-edge technologies, individuals, and enterprises to create regional impact and address societies pressing needs. MTEC will become the local hub to pioneer the development, application and adoption of new technologies, especially those that lead to or support venture creation. MTEC is aligned with York's and Ontario's priorities, well positioned to enhance York's reputation for innovation, and to win new research funds and major infrastructure grants.

#### **2. Sponsoring Faculty**

As the Sponsoring Faculty, the Lassonde School of Engineering agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the MTEC in collaboration with the Office of the Vice-President Research & Innovation (VPRI). This support includes promoting membership in the Centre supplying a decanal representative to serve as Chair of the Centre's Board and facilitating selection and approval of Directors as warranted. The Faculty further agrees to integrate MTEC's objectives into its strategic research planning and to champion the development of the Centre as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of MTEC will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas. The Faculty will also assist in establishing an advisory board.

#### **3. Board**

The Board for MTEC has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board approves the appointment of the three Co-Directors. The Board is expected to champion MTEC with internal and external stakeholders as appropriate, and to serve as a resource for the Co-Directors in assisting MTEC to achieve its objectives.

Composition of the Board for MTEC normally will be as follows:

- a. Dean (or designate), Lassonde School of Engineering, Chair
- b. VPRI (or designate), Vice-Chair
- c. Chair, Department of Mechanical Engineering, Lassonde School of Engineering

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

#### **4. Directorship**

Director terms are typically 5-years in length. Upon the completion of a Directorship term, the Faculty will appoint, following the Director search process, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

In the case of MTEC the three founding co-directors would be responsible equally to lead three research clusters and for fostering interdisciplinary integrations of MTEC activities. For the purpose of leadership, the formal role of the Director will rotate each year (for one-year terms) with course releases and stipend fairly distributed over the directors' appointment. For each specific academic year, this distribution will be adjusted to accommodate sabbatical leaves and other considerations, with all three co-directors' approval.

#### **5. Objectives and Expectations, 2022 - 2027**

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

MTEC will connect with (and foster) local manufacturing in Ontario, based on close relationships with existing manufacturers enhanced by collaborations with relevant industry associations (such as nGen, CME and TechNation), along with the creation of new ventures to exploit technological innovations, enabled by BEST (Bergeron Entrepreneurs in Science and Technology) and Innovation York. This will enable the Lassonde School of Engineering to become a global leader in interdisciplinary manufacturing, technology and entrepreneurship research. This will create societal beneficial impact based on advanced technology developments, interdisciplinary collaboration, and new design practices that lead to innovation in manufacturing, technology development and entrepreneurship. As a globally networked hub, MTEC will build on global research partnerships, global supply chains, and global organizations, to implement new technologies, for new applications, in new manufacturing facilities and new ventures, bringing the world to Ontario, and Ontario to the world.

A unique component of MTEC is the integration of world class research with the needs of both local industry and our community, by embedding a design thinking approach into the commercialization process. This will not only facilitate increased commercialization of our manufacturing and technology research and allow us to become a research hub for sustainable engineering design and advanced manufacturing, but position York to enhance its ability to obtain research funding that leverages the assets of the university and the expertise of our members. Our technology commercialization activities go beyond helping drive these innovative technologies to market, but also investigate the commercialization and venture creation process itself, driven by the need to improve research impact by increasing commercialization success rates. Our research on the creation of these technology ventures will particularly focus on better understanding the needs of scale-ups, and how to facilitate access to investment for under-represented social groups.

### *Proposed Research Program*

The research to be pursued through the MTEC will come from a broad range of backgrounds but will fall under one of the following three themes:

#### **Research Cluster 1: Advanced Manufacturing**

- **Additive Manufacturing:** This research will address the industrial applications of additive manufacturing. In particular, research will focus on improving production rates and part quality through the use of multi-scale modelling and advanced sensing and control techniques. This field of research can be supported by Mechanical Engineering (ME) in material science research fields, material characterization and failure mechanisms.
- **Advanced Materials and Nano-materials:** Advanced and engineered materials offer great potential for addressing societal challenges. At the same time, materials dictate integrity and reliability of the product. New products are also directly related to advanced materials, for example structural mass or GHG emission reduction. This field of research can be supported by the Mechanical Engineering and Earth and Space Science and Engineering and Civil Engineering Departments in material science research fields, material characterization and failure mechanisms.
- **Quality and Defect Prevention Management:** This research field will be focused on quality improvement and controls. In this theme, effect of traceability, controls and advanced communication technology on quality improvements will be investigated. In addition, projects can involve the development of methodologies for effective customer satisfaction, product evaluation and corresponding decision making. This research program will provide research opportunities for all departments from Lassonde School of Engineering.
- **Robotics/Automation:** Research and development activities to innovate and improve manufacturing process through the use of robotics and automation in production.

This includes the study and investigation of flexible automation to make humans' jobs easier by using machines, robots and control systems to automate tasks. All departments from Lassonde School of Engineering can contribute to this research area.

## **Research Cluster 2: Technology**

- **Sustainable Energy Technology:** This can lead to future research in developing systems that will eliminate e.g., combustion engines. Investigations into this field will concentrate on improving the performance, reliability, durability and cost effectiveness of energy consumption or harvesting of the systems. This research leads into advancement in novel materials and manufacturing processes. This research component will be primarily supported by Mechanical Engineering.
- **Internet of Things (IOT) / Communications Systems:** This research theme focuses on the development of products and services related to integration and management of mobile communications hardware, systems, sensors and fixed communications infrastructure, taking into account product life cycles, security and privacy concerns, and future generation mobile connectivity to cost effectively deliver improved safety and road infrastructure utilization. This program field will involve members from all departments.
- **Big Data/ Artificial Intelligence / Data Management /Cloud Computing:** Research will focus on new and innovative methodologies for collecting, analyzing and accessing to provide a faster, safer and more efficient method for locating company information. The research will also involve data sharing and intellectual property concerns, and how a data commons could be realized where appropriate. This research field will involve members from Electrical Engineering and Computer Science Department (EECS).
- **Connected and Autonomous Technologies:** Research will address the development and demonstration of technologies, components, products, systems and software inside connected and autonomous vehicles. This program can be supported by the departments of Electrical Engineering and Computer Science (EECS) and Earth and Science and Engineering (ESSE).
- **Biomedical Engineering:** This research field will be focused on new materials, devices, algorithms, processes and technologies that assist doctors and medical researchers with prevention, diagnosis and treatment of illnesses and conditions. In addition, projects can include tissue engineering to create artificial organs. This research program will provide research opportunities for all departments from Lassonde School of Engineering.
- **Simulation/Virtual Modelling:** This leads to address the challenge for manufacturers - to figure out what to change in order to get the best results. Simulation software can assist with this process. Investigations into this field will use simulations to

assist manufacturers in the creation of virtual representations of a part or process on a computer. This allows businesses to validate a product design, process or improvement idea without needing to incur the full expense up front. This field of research can be supported by the Mechanical and Civil Engineering Departments.

- **System Integration:** This process considers all stages of integration: initial system implementation, engineering and design, project services, and operations. This approach incorporates the requirements of each lifecycle stage of the industrial asset when integrating systems and subsystems. All departments from Lassonde School of Engineering can contribute to this research area.
- **Human Factors:** This research field will focus on human factor analysis in which information are assessed and designed such that increased connectivity and information do not lead to distraction. This field of research can be supported by engineering and other faculties (e.g., psychology, business, design).

### **Research Cluster 3: Entrepreneurship**

A major part of the entrepreneurship and technology commercialization research agenda integrates with the technology and manufacturing activities identified above in three important ways: improving our understanding of the processes that link technology research activity to market adoption, identifying critical team dynamics that lead to successful technology ventures managing technological and business uncertainty, and analyzing criteria linked to early stage investment decisions of disruptive technologies – especially by developing AI tools to democratize access to funding. The goal of this research activity is to encourage more staff, students and faculty at Lassonde and York to become involved in commercializing technology innovation and starting technology ventures, while sharing our research (and the tools we develop) with the global community, through both traditional knowledge mobilization activities, and active sharing of gained knowledge and expertise with global academic and industry partners.

- **Technology Commercialization and Technology Transfer:** Projects on this topic will involve an improved understanding of the technology commercialization process and the development of new strategies for the commercialization of innovative technologies. This research addresses two critical challenges facing York (and academic research in general), the poor success rates of the commercialization of current research activities (less than 5%) and the limited impact on the university and community that would arise if more research was taken to market. Outcomes from this research will be directly applied at York, with new training programs developed for faculty and graduate students, to help them align their research activities with the increasing likelihood that research outcomes meet societal needs. This project will link with Innovation York, other centre in Ontario working on this issue (nGen, and Canadian Council of Innovators) and global partners (for example NSF ICorps). It is planned that all of the faculty and graduate students



(also some undergraduates) involved in research linked to MTEC will be offered these training programs, and access to the unique tools being developed at York (and already being shared globally).

- **Developing Technology Venture Teams:** Research will be dedicated to the development of management structures and capabilities of Small Medium Enterprises (SME) locally and globally (with partners) to increase diversity, alignment of values and the likelihood of success. The creation of such ventures, especially those with the potential to have a global impact, based on diverse and multi-disciplinary teams will have a profound impact on the local economy and is directly aligned with York's academic plan for community engagement and impact and the Strategic Mandate Agreement with the province to support entrepreneurial ventures. This research integrates components of technological and functional management with the social component of addressing UN sustainability goals and using technology to address some of the global problems using the technology developed in the Centre. This research component will complement current activities already being offered by Bergeron Entrepreneurs in Science and Technology (BEST).
- **Democratizing Access to Capital:** There are several critical gaps that inhibit the creation of multi-disciplinary, dynamic technology ventures, including unequal access to education, and funding, as well as limited opportunity to build diverse or multi-disciplinary teams. Currently, there is limited research on how these issues limit the potential for all members of society to participate in these activities, the structural impediments to participation and success, or the positive impact on both individuals and society, should these barriers be removed. MTEC will undertake research to help identify these values and make policy recommendations (as well as publish academically) that will foster increased participation. Specifically, access to capital is one of the key requirements for early-stage technology ventures, but current funding sources tend to perpetuate funding of entrepreneurs who look like the investors themselves. This research will use large scale data collections (sourced from a number of sources, such as the Canadian Innovation Centre and Founders Fuel) with advanced AI and Machine Learning tools, to model early-stage investment decisions and performance that consider EDI and ESG factors. This research will help identify the causes of specific barriers so that MTEC can develop policy recommendations and decision support tools that can be deployed to overcome identified barriers.

MTEC will also build on the existing suite of innovation and entrepreneurship tools (such as UNHack and TechConnect) to further deploy them at York and through global academic and industry partners, to advance knowledge sharing and facilitate research collaboration opportunities. An important aspect of the deployment of these tools will be undertaking research to measure their effectiveness, impact and improvement in performance. These

activities will be supported by, and leverage, existing activities at BEST that support the development and growth of early-stage technology ventures (including access to the BESTLab), and the broader development of entrepreneurial mindsets at Lassonde and across York. In the future, MTEC intends to extend this research and dissemination activity to be aligned York's overall commitment to all forms of entrepreneurship (not just technology) as espoused in the Strategic Entrepreneurship Council's plans (for example through contributing to the development of the campus as a living lab.

### *Anticipated Sources of External Funding*

MTEC primarily draws its external funding in the form of overhead sharing from grants and industrial contracts processed through MTEC by members of the ORU. Additionally, MTEC will compete for infrastructure grants (via the Canada Foundation for Innovation), apply for research grants (through the NSERC Alliance Grants and Interdisciplinary Partnership Canada Fund, OCE Industry-Academic R&D Collaboration and commercialization programs), and educational support grants (such as NSERC CREATE, MITACS Elevate, OCI student entrepreneurship programs).

In addition, MTEC is operating in a domain of great interest to local industry and government, as well as to philanthropists and alumni. MTEC will have an outreach program, not only to share the results of the research but to find ways to add value to the local community and attract sponsorship and endowment funding.

### *Plan for Enhancing the Training Environment*

MTEC will help to develop a number of initiatives in the training of HQP at undergraduate, graduate, and post-doctoral levels. The ORU will organize a number of experiential workshops (for example, with software developers whose software is used in interdisciplinary research, electric vehicle companies working on next generation technology and management challenges). These workshops will be open to any students and post-doctoral fellows, providing them with exposure and training in technology used in the research and development, and the application of design thinking to the technology development process. Additionally, MTEC will host Distinguished Speakers semi-annually for HQP, who will present their research and relevant experiences to members of the ORU and invited SMEs and faculty/students. Additionally, students involved in the ORU will be encouraged to present their own work at these events, receive feedback from the group and seek potential interest from SMEs for technology transfer and collaboration. This will develop students' communication skills, enhance academia-industry interactions, which will better prepare them for conference presentations, thesis defences, job interviews and the founding of entrepreneurial ventures.

### *Plan for engaging in knowledge transfer or knowledge mobilization*

Knowledge transfer within this ORU will occur in several ways. First, knowledge will be transferred directly through research partnerships with industrial partners. Industrial partners will initiate or otherwise be involved with the creation of a research project and be involved in the development and direction of the knowledge generated. The industrial partners will then bring this knowledge or technology to market with the help of members of MTEC.

Second, independent technology advancements developed by researchers within the ORU will be evaluated for their potential for commercialization. This evaluation will be done by members of the ORU and Innovation York, who have a broad range of industrial and start-up experience. Indeed, there will be regular group meetings where members will be encouraged to share their progress and discoveries in order to obtain valuable feedback and suggestions. Members who have generated knowledge with commercialization potential will be encouraged to pursue commercialization through a variety of approaches, through transferring knowledge (sometimes through patent licenses) to existing industrial or not-for-profit organizations or through the creation of a new ventures.

Third, knowledge transfer to the University's students and the community will take the form of active dissemination of knowledge generated through workshops/seminars and experiential learning activities on campus (where possible accessible to the global community). In addition, MTEC will explore the use of social media, video content, interactive resources and posting success stories on the MTEC web site.

### *Expectations, Projected Deliverables and Evaluation Metrics*

#### **Expectations**

MTEC's mandate is to create an ORU that will foster inter-disciplinary collaboration among York researchers and industry partners and advocate for research and training in interdisciplinary engineering. The ORU will play a significant role in helping to elevate research prestige and impact within all Lassonde departments and throughout the university. MTEC aims to be recognized as a significant contributor to Interdisciplinary Research within 3-5 years, and a global leader among other similar units within 10 years.

#### **Deliverables**

At the initiation of the ORU, the expected deliverable will be an Annual Report that will highlight the activities of the unit and its members, community awareness of MTEC, network activities with industry and SMEs from a broad range of industries. In addition, MTEC deliverables include research and industry publications, graduate student supervision, participation in campus-based activities and SME/industry interactions with

researchers. Additional deliverables in terms of research grants, contracts, commercialization activities and ventures created/supported will be added as the ORU matures

## **Evaluation Metrics**

The evaluation of the ORU will be a measure of how the MTEC has affected the university's research goals, strategic plans and societal impact that will include, but not be limited to:

- Publications
  - Publications in high impact academic journals (especially with large number of citations)
  - Keynote papers at both academic and industry conferences
  - Traditional and Digital publications in industry and business platforms (including media)
- Funding Success
  - Industrial Partnerships (especially strategic and high impact)
  - Grants (especially interdisciplinary, high value and strategically important)
  - Funding for students/faculty working on early-stage commercialization activities (and follow on funding for supported ventures)
- Awards
  - Member and Industry Awards
  - Centre awards
- Member Growth and Engagement
  - Participation in MTEC events and seminars
  - Addition of new ORU members at York
  - Partnerships (research and education) with international academic institutions
  - Collaboration with industry partners and organizations
- Training
  - Number of participants in Disruptive Innovation Hub seminars and workshops
  - Number of students (graduate and undergraduate) who participate in relevant courses and events
  - Number of graduate students and post-doctoral fellows funded by ORU grants and part of ORU funded projects
  - Number of undergraduate students (through research assistant programs, e.g., RAY or co-op) who contribute to ORU projects
- Knowledge Transfer
  - Number of patents/licenses
  - Number of spin offs
  - Number of people (outside York) who participate in our educational programs

- Internationalization
  - Number of international visitors
  - Number of international research partnerships
  - Number of international collaborations (academic and industry)

## **6. Resource Commitments**

### *Sponsoring Faculty*

The Lassonde School of Engineering commits to including in its strategic planning the development of the Centre in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities. The Faculty is committed to ensuring that the MTEC has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director, in line with Lassonde's policies and concerning course loads and restrictions on banking course releases. To ensure fairness over the term of the charter, LSE will allow the director to transfer stipend or course release in part or in whole to another co-director in the ORU commensurate with service to the ORU that they choose to take on.

Lassonde will also fund a part-time administrative coordinator to assist with the operation of the ORU, noting that increased support may be provided as the Centre grows.

Lassonde will also provide:

- Opportunities for MTEC to apply to the Faculty's 3 different EDI funds
- Consideration of a Technology Entrepreneurship and Knowledge Mobilization theme in planning the new Engineering and Science building with the possibility of space, pending the planning and approvals
- Access to the High-Performance Computing Facility (when complete) and support with IT and branding for internal and external promotional materials

In accordance with the SHARP Budget Model, Lassonde's agreement and MTEC will share overhead funds in a collaborative and productive manner which allows Centres to have more flexibility and control over how the funds are allocated. 60% will go to the ORU: 1/3 is allowed to be used for special research funds including support of research; 2/3 can be used for operational needs of the ORU; and 40% will be held back by Lassonde.

## VPRI

The VPRI office will support the MTEC with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Centre is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

## 7. PIER

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

## Appendices

### Appendix A: Proposed Members of the Executive Committee

<b>Executive Committee Members</b>
A. Amirfazli Professor and Chair, MECH
A. Czekanski Associate Prof. and MTEC co-Director, MECH
A. Maxwell Associate Prof., BEST Director & MTEC co-Director, MECH
V. Pantazopoulou Professor and Chair, CIVL
J. Shan Professor and Chair, ESSE
Z.H. Zhu Professor and MTEC co-Director, MECH

**To the Sub-committee on ORUs:** Based on your suggestions below we provide some specific answers to the questions pertaining to the charter application for the *Manufacturing Technology Entrepreneurship Centre*:

### **1. Integration of research capacity and links with Lassonde**

Manufacturing is at the heart of Ontario (and Canada's) economy, evident from the huge investment in manufacturing (especially electric vehicle) infrastructure in the last six months, the increasing number of highly skilled jobs being offered, and the level of investment in research funding to facilitate both the development of new technologies and manufacturing processes. While many of these challenges will be met by existing organizations, the growth of advanced technology manufacturing SMEs in the region is in response to the application of new technologies, and the changing nature of the supply chain where Canadian companies are increasingly working together to bring new technologies and products to market.

In simple terms, we see new technologies, and advances in manufacturing capability (linked to other areas such as AI and Sustainability) at the centre of the evolution of the industry, creating innovation opportunities to provide new products and services. The secret of success will involve a holistic perspective that can both integrate these perspectives, and linked enhanced understanding of market evolution with the rapid advance of technological innovation.

The interaction between these three facets of Lassonde's capabilities has been evident in our research activities over the past six years, with several large multi-disciplinary projects involving all three of the Co-Directors. This has been reinforced by offering Dr. Maxwell's unique course in technology commercialization to graduate students in all three labs of the principles, and leveraging this expertise in many other funded research activities across York. (We can provide specifics if required).

### **2. Integration with Schulich and Osgoode**

This project is centred at York, and built around the BEST (Bergeron Entrepreneurs in Science and Technology) program, which already integrates courses, activities and research from Lassonde, Schulich and Osgoode. Again, faculty from both Osgoode and Schulich are already engaged in projects with each of the MTEC principles, students can complete a BEST certificate which includes courses from each faculty, and there are several new initiatives already underway between the school (in part catalyzed by the creation of the York Strategic Entrepreneurship Council – which was co-founded by Lassonde, Schulich, Osgoode and Innovation York).

Even more importantly, Dr. Maxwell is a world-renowned expert in technology entrepreneurship, currently running a global classroom with 10 engineering schools globally. His Award-winning PhD from the University of Waterloo is in the field of Management of Technology, where his PhD supervisor was Dr. Moren Levesque (current Professor of Entrepreneurship at Schulich). He has had academic appointments about both business schools (Rotman, Temple) and engineering schools, and has a unique expertise in this area.

While research emanating from the centre will undoubtedly engage with faculty at both Osgoode and Schulich, but will also engage with LAPS, Science and EUC. We can have more faculty from each of those schools listed on our application, but in some ways it is premature until we find new projects with which to engage. As a Lassonde centric ORU we did not feel the need to do this at present, but do note that are many colleagues at Lassonde who have since our application a desire to join our proposal. We believe that the number and breadth of members represents a critical mass of capability at Lassonde and York, and will add to this list going forward (we already have commitments from each school). If there is a need to augment our initial list at this time, please advise.

### **3. Global Leadership**

Research at the intersection of these three fields is quite unique, there are only a couple of similar research facilities in the world (specifically at MIT and Berkeley) and the combination of disciplines in the founding team, and our collaborative relationships with colleagues (as demonstrated in a broad array of collaborative activities) will create unique insights at York. This expertise, linked with our academic plan and unique approach, will not only allow us to develop world class research, but act as a catalyst for further research at York.

Specifically, MTEC is aligned with strategic themes in Lassonde's academic plan, where interdisciplinary solutions in manufacturing and technologies, partnerships, and entrepreneurship. It also directly links with the University's commitment to sustainability and the development of community engagement and impact.

### **4. Regional impact**

The primary objective of MTEC is to undertake research that will enhance Canada's and Ontario's manufacturing capacity and capability through the deployment of new technologies, materials and process and the creation of innovative ventures. There will be a number of direct beneficial impacts to the University, our community and the world. Creation or expansion of manufacturing businesses in Ontario, will enhance the economic impact of manufacturing, which represents 22% of the jobs in the province. Jobs created will generally require a more educated workforce, and be higher paid, fostering regional wealth creation, reinforced by the 3.5 new jobs created in the service industries, that develop because of the strengthening of our manufacturing sector (directly in line with Provincial priorities).

Creation and strengthening of these manufacturing businesses creates multiple benefits for York, offering new employment and experiential learning opportunities and the potential for direct research activity (or supported by government funding – indirect research). Linkages created with these manufacturing companies, will help us to increase our impact, by supporting infrastructure development and large-scale research investment at York (and beyond), while also reinforcing the potential for us to provide additional educational offerings.

While enhancing the competitiveness of manufacturing in the province has these direct benefits, it is important to realize the direct benefits of having successful innovative companies operating in the province. Each manufacturing company produces goods and services that are consumed by the local community and businesses. Using these technologies, that might improve food safety, clean our water supply, reduce pollution, improve health care, has community benefits way beyond economic benefits



to those working in our manufacturing sector. Importantly, as our university attempts to implement its ambitious academic plan, aligned around the UN SDGs, we will be able to work with local industry and community partners, to offer innovative experiential learning opportunities. This will enable our faculty and students to unleash their potential working in our living lab, to collaborate with local organizations to address local, regional and global challenges, that will reinforce students educational experience and develop their ability to have global impact.

5. The Associate Dean has written on behalf of Lassonde. To confirm that the anticipated space requirements for MTEC are already in place, and that at present no additional **Space requirements** space is required. See the email below:

“Hi Andrew,

I’m happy to confirm:

Upon launch, the **ORU** needs no additional space to that space which the membership of the **ORU** already occupies.

We would hope that the **ORU** is able to provide input on future space plans for the Faculty and University.

**Prof. John E. Moores, York Res. Chair in Space Exploration**  
**He/him**  
**Associate Dean of Research and Graduate Studies**  
**Office of the Dean**

## 6. Data Management Plan

We are happy to confirm that MTEC will build a research data management plan at the beginning using the tool DMP (Data Management Plan) Assistant, provided by York Library.

We hope that this addresses the issues and suggestions made, and would be happy to clarify any other issues. We appreciate your assistance in moving forward the application through the process.

Kind regards

Associate Professor Andrew Maxwell,  
Associate Professor Alex Czekanski  
Professor George Zhu  
Lassonde School of Engineering

**Mobility Innovation Centre**  
**Faculty-Based Organized Research Unit**  
**Terms and Expectations**  
**2023 – 2028 Charter**

**1. Mandate**

The Mobility Innovation Centre (MOVE) will focus on an interdisciplinary approach to addressing mobility-related research challenges faced in Canada and beyond. It will draw on the expertise of leading researchers from across science and engineering disciplines of the Lassonde School of Engineering, developing innovative mobility solutions. MOVE will conduct world-leading research to create sustainable, connected, autonomous transportation systems, making transportation systems safer, more comfortable, and accessible, and integrating these new technologies safely and efficiently into society.

**Sponsoring Faculty**

As the Sponsoring Faculty, the Lassonde School of Engineering agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of MOVE in collaboration with the Office of the Vice-President Research & Innovation (VPRI). This support includes promoting membership in the Centre, supplying a decanal representative to serve as Chair of the Centre's Board, and facilitating selection and approval of Directors as warranted. The Faculty further agrees to integrate MOVE's objectives into its strategic research planning and to champion the development of the Centre as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of MOVE will be considered appropriately in the Faculty's strategic planning, including concerning faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas. The Faculty will also assist in establishing an advisory board.

**2. Board**

The Board for MOVE has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board is expected to champion MOVE with internal and external stakeholders as appropriate and to serve as a resource for the Directors in assisting the ORU to achieve its objectives.

The composition of the Board for MOVE will generally be as follows:

- a. Dean (or designate), Lassonde School of Engineering, chair
- b. VPRI (or designate)
- c. Associate Director, Division of Advancement
- d. Chair, Earth and Space Science and Engineering
- e. Director, Research Priorities and Partnerships
- f. Faculty member (at large)

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

### **3. Directorship**

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

### **4. Objectives and Expectations, 2023 - 2028**

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

Personal Mobility – a central and highly valued feature of human society to move people and products<sup>2</sup> - continues to be a critical challenge in Canada and worldwide, stemming from rapid urbanization, low-quality public transport and an increase in motorization. If governments fail to resolve these issues quickly, mass urbanization and industrialization will cause growth inequalities in social and economic advancement, increase reliance on fossil fuels, and destroy ecologies. In response to these tremendous challenges, personal mobility is rapidly shifting social, technological and economic paradigms, led by disruptive technologies: autonomous vehicles, connected vehicles, electric vehicles, and shared mobility. These advances require the replacement of our current vehicle-centric system with data-enabled, autonomous and intelligent mobility. Recently, we have been observing a rapid emergence of these future mobility technologies, including the latest advancements in Internet-of-Things (IoT), 5G/6G communications, robotics, high-precision positioning, smart grid, data security, and AI. However, despite the success and tremendous benefits of future mobility, it has yet to be widely accepted and used in societies. There remain many challenging issues to be addressed before such technologies can become integrated into our communities.

As a Lassonde-based ORU, MOVE is dedicated to facilitating interdisciplinary research to address the contemporary evolution of mobility technologies, consumer usage patterns, and mobility infrastructure. It will build on the strong existing interdisciplinary networks between researchers who have proven track records in their respective fields to develop innovative research programs to tackle these pressing issues in the area of mobility.

*Proposed Research Program*

MOVE will facilitate world-leading research in future mobility technologies to improve the efficiency, accessibility, safety, reliability and sustainability of the personal mobility ecosystems. MOVE will focus on the following five research themes:

**Autonomous Mobility** aims to develop novel data-enabled aerial and ground autonomous vehicles for safer, robust, shared, high-performance and long-term autonomy in real dynamic environments to support various transportation modes and first-/last-mile services.

**Sustainable Mobility** aims to develop novel sustainable solutions to safety challenges in mobility, including road traffic, bicycle riders, pedestrian injuries, mobility health and comforts, using big mobility data; to develop innovative modelling, assessment, planning and control techniques to facilitate seamless and cost-effective adoption of electrification of transportation (E-transport) systems.

**Mobility Analytics** aims to develop novel AI technologies for evaluating, monitoring, understanding and predicting the patterns of personal mobility from the massive amount of mobility data, and propose efficient management strategies, policy and regulations related to data ownership, privacy and security.

**IoT, Shared and Connected Mobility** aims to develop novel modelling, design and optimization methods of large-scale, beyond 5G multi-band wireless networks including aerial, satellite communication networks, and IoT; to develop scalable and robust AI-enabled resource management systems in software-defined networks for ultra-reliable and low-latency communication for vehicular networks.

**AR/VR Mobility** aims to develop novel technologies for efficiently reconstructing, simulating, and augmenting high-fidelity real environments with dynamic objects at large-scale for developing data-enabled autonomous vehicles, evaluating and predicting the transportation systems (traffic, logistics, infrastructure, health, etc.).

#### *Anticipated Sources of External Funding*

Members of the ORU already have an extensive track record in obtaining external funding. ORU members will continue to pursue external funding opportunities individually and collectively. To identify funding opportunities, develop successful proposals and implement large-scale programs on time, we will elect a Strategic Partnership Task Force (SPTF) within the first month of operation. The ORU Executive will appoint the SPTF members among the ORU members through consultation with the ORU Board. The SPTF terms are typically 2-years in length. Upon the completion of the membership, the SPTF members may be re-appointed or replaced with new members. The SPTF's mandate is to identify and secure funding to ensure the sustainability of the ORU in critical areas. The following list describes the potential funding opportunities within the first chartering period, existing funds that may be transferred from other hosts, and individual grants under development: Digital Twin Technology Lab (CFI-IF, \$4M full proposal submitted); Future Mobility Training Program (NSERC CREATE, \$1.6M, LOI to be developing 2023, partners identified); Urban Mobility-On-Demand (ORF-RE, \$4M Team finalized, program outlined); Open Mobility Labs (NSERC RTI - 5 areas identified).

In total, we have plans for over \$10M in funding programs in various stages of development or implementation. Being part of MOVE will increase the success of the applications and enhance the reputation of research. Through this funding, MOVE will help our members to develop these large-scale research initiatives. In order to accomplish the funding goals, MOVE will collaborate closely with MITACS, OVIN, and other grant agencies to establish research engagement initiatives that can assist MOVE researchers in initiating early research with the mobility industry for the selected research projects.

#### *Plan for Enhancing the Training Environment*

As a disruptive technology requiring new talent, the mobility industry faces a significant skills gap. MOVE is committed to enhancing the training environment for students and post-doctoral fellows to meet this growing demand. Students at the CFMRI will benefit from cross-disciplinary co-supervision and cutting-edge infrastructure, technical workshops, co-op/internship opportunities, and professional skills training at an annual MOVE Summer School. These programs are non-credit training workshops designed to ensure that trainees at MOVE will be well-situated to become global forerunners in the mobility field. In addition, we will provide in-depth training in the areas of research methodology, system design, project management and communication skills, intellectual property, and entrepreneurship, using the Centre's first-class research facilities to support the development of fundamental skills for industry readiness and supply opportunities for team building and interdisciplinary research within the Centre. To support the proposed training program, we will actively seek funding opportunities to develop and manage the training programs through the NSERC CREATE in Future Mobility and MITACS Accelerate and Globalink, OCI TalentEdge and AVIN.

#### *Plan for engaging in knowledge transfer or knowledge mobilization*

The future of mobility requires efficient adaptation of rapidly evolving mobility technologies, often outpacing policy change. Thus, it is imperative to transfer this knowledge to the various stakeholders systematically. MOVE will host the Annual MOVE Workshops (to disseminate research outcomes) and a MOVE Open House (to showcase the MOVE Living Lab and demonstrate the new technologies). Examples of commercial opportunities derived from MOVE research include: computer vision systems for autonomous vehicle navigation; dynamic control of IoT sensors; data safety for future mobility; smart power grid for electric vehicles; high-fidelity simulation for autonomous vehicles; highly precise positioning of autonomous vehicle; urban traffic control of unmanned aerial vehicles; high definition mapping and routing for robot delivery services; fleet management; and data analytics of pedestrian accessibility. MOVE members already have a proven track record of research collaborations with private companies at different scales, supporting commercialization, patents, licensing, and creating spin-off companies through many multidisciplinary research programs. MOVE will actively support the members' commercialization activities by working closely with Innovation York to protect

intellectual property and YSpace to support the creation of start-up companies dynamically. In addition, MOVE will make York University Keele and Markham Campus a living lab for supporting cutting-edge research on the accessibility, sustainability, safety and efficiency of personal mobility at each Campus and between them, by closely working with CSBO, York Security, York Region, the City of Vaughan, the City of Markham, and other stakeholders.

### *Expectations, Projected Deliverables and Evaluation Metrics*

We will regularly evaluate MOVE's performance with **1) individual research programs**, **2) collaborative research programs**; and **3) knowledge transfer** by evaluating the quality of publications, the impact of the research outcomes (citations, invited talks, organizing conferences, editorial board memberships), research funding, HPQ training, creating intellectual property (invention disclosures, licenses and patents) and start-up companies.

**Large-scale Research Initiatives:** the total external funding obtained by MOVE members over the next five years is expected to exceed \$10M, given the current level of funding (estimated at \$2M/year). Most of this funding will be granted with 25 – 30% in contracts (with private investment and industry partnership). In addition, core members of the ORU have plans for (and have already developed the outline of) several large-scale funding programs including:

- CFI-IF Digital Twin Technology (DTT): The proposed CFI proposal is to seek facility and equipment funds in three key areas: (1) cutting-edge mobile mapping technology for digitalizing city-scale built environments; (2) innovative IoT, edge computing and visual AI for health monitoring of critical infrastructure; and (3) DTT-enabling technologies to monitor the safety, efficiency and reliability of autonomous transportation and pedestrian mobility. With these capabilities, the proposed infrastructure to create a **digital twin living lab** at York University's Keele Campus will support research in collaboration with public institutions and industrial partners and provide a one-of-a-kind hub for cross-disciplinary research in geomatics engineering, transportation engineering, AI, and computer and software engineering. The total funding from CFI-IF program is \$4M; when approved, it will include the state-of-the-art autonomous vehicle, mobility monitoring centre, 5G/6G IoT networks with traffic monitoring cameras and health monitoring sensors, 3D holographic and interactive visualization equipment. With well-rated evaluation results in 2019-2020, this CFI-IF proposal, enhanced with MOVE research capacity and partnerships, will be submitted in the next competition cycle.
- NSERC CREATE Future Mobility: A new proposal is preparing to create a comprehensive training program with the research theme on MIVE. We aim to address the formidable challenge of planning, monitoring, operating and modernizing urban mobility infrastructure to support the competitiveness of Canadian cities. The proposed program aims to provide a unique and central research training platform for conducting multidisciplinary MOVE approaches with

domain expertise in civil, Geomatics, Computer Vision, AI and Software Engineering. Our trainees' research will provide a data-centric service platform enabling our society to benefit from the smart, safe, sustainable, and innovative infrastructure. If successful and NOI is invited, the program proposal will support about 100 new trainees at MOVE and provide funding up to \$1.6M.

- **ORF-RE Urban Mobility-On-Demand:** We expect a large-scale funding opportunity through the Ontario Research Fund: Research Excellence program. The proposal is outlined with the same membership of MOVE (both York and external members). The following research themes have been identified for the ORF-RE program: (1) High-definition mapping and navigation services for autonomous vehicle and last-mile delivery; (2) autonomous navigation and sensor technologies to enable IoT driven MOVE system; and (3) AI-enabled urban mobility-on-demand technologies.

**Publications:** Based on the current level of research outcome, each member is expected to publish 2 to 4 papers per year (both high-ranking journals and conferences). Each publication will feature MOVE as the hosting research unit, further enhancing the reputation and recognition.

**Membership:** will continue to grow in the next 3 – 5 years as Lassonde attracts more stellar faculty members in mobility fields. Initial membership (core members whose primary affiliation is MOVE) is expected to be between 15 – 20 full-time faculty members. In the next 3 years, this membership will increase to 30, given the current trajectory in growth in mobility technologies from the existing Lassonde research community and York's initiative to the community leader in this domain.

**Strategic Recruitment at Lassonde:** MOVE (AI, IoT, 5G/6G communication, data security, data mining) is expected to be the critical interdisciplinary area of strength at Lassonde in the next 5 to 10 years. MOVE will provide the leading research hub to recruit the next CRCs, YRCs and other strategic hires to strengthen Lassonde's research leadership in this area and broaden the application of data-centric engineering.

**Academic Activities:** An annual workshop will be hosted by the ORU. In addition, monthly seminars and invited speakers will be added by Year 2 with the potential addition of a Summer School and Colloquium activities that will be offered to trainees each year. These events will be provided at the Lassonde School of Engineering with an optional online component for students to take remotely if necessary.

**Research Collaboration:** We will strategically develop a collaborative research plan within respective themes or across themes at the MOVE through various forms, including co-supervision, thesis supervisory committees, or research projects as co-applicant or advisory committee.

**MOVE Capstone Project:** We plan to work closely with Lassonde to support the Capstone project of fourth-year undergraduate students which is run by Lassonde (min. one project per year). For instance, we will help Lassonde and undergraduate students collaborate with our industrial partners, identify a research topic, formulate research questions and access our research facilities. We aim to promote continuity of research projects and supervisors across many years to promote depth of research, improve teaching and research skills, and capitalize on the resources and facilities available at the Centre. Furthermore, this will help LSE students build lasting relationships with industry and government partners and offer co-op or post-graduate hiring opportunities. Please note that these programs are not run by MOVE but supported by MOVE for enhancing research depths in the field of mobility.

**MOVE Open House Day:** This annual technical workshop will invite guest speakers selected from MOVE, focusing on specific themes each year. The workshop will be open to public audiences and invited industry and government partners. In addition, the workshop will provide opportunities for knowledge transfer, promotion of MOVE's research, student recruitment and networking with potential partners.

**Mobility Data Warehouse:** We aim to host big mobility data through our industry and government research partnerships. For instance, we plan to host a Freight Safety Data Warehouse, collaborating with the Region of Peel and other regional municipalities. They have agreed to provide all collision data involving large vehicles in the last 15+ years. It will consolidate, manage, and distribute freight safety data in a secure environment to enable freight safety analytics, modeling, monitoring and research, and ensure freight safety data confidentiality and security requirements of providers.

**Partnership with UN Regional Centres of Expertise (RCE):** We aim to partner with the Region of Peel's RCE, a global network promoting sustainable development. We will work with the Region to develop educational programs to guide policymaking in the regional development of sustainable transportation.

**A website and social media** presence (Facebook, Instagram and Twitter) for ORU will be established by Year 1. The pages will be dedicated to attracting students, industry partners and research collaborators, and to promote events and projects at the ORU.

## **5. Resource Commitments**

### *Sponsoring Faculty*

The Lassonde School of Engineering commits to including in its strategic planning the development of the Centre in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities. The Faculty is



committed to ensuring that MOVE has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director, in line with Lassonde's policies and concerning course loads and restrictions on banking course releases.

Lassonde will also fund a part-time administrative coordinator to assist with the operation of the ORU, noting that increased support may be provided as the Centre grows.

Lassonde will also provide:

- Opportunities for MOVE to apply to the Faculty's 3 different EDI funds
- Consideration of an AI, Society and Mobility theme in planning the new Engineering and Science building with the possibility of space, pending the planning and approvals
- Access to the High-Performance Computing Facility (when complete) and support with IT and branding for internal and external promotional materials

In accordance with the SHARP Budget Model, Lassonde's agreement and MOVE will share overhead funds in a collaborative and productive manner which allows Centres to have more flexibility and control over how the funds are allocated. 60% will go to the ORU: 1/3 is allowed to be used for special research funds including support of research; 2/3 can be used for operational needs of the ORU; and 40% will be held back by Lassonde.

#### *VPRI*

The VPRI office will support MOVE with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Centre is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

## **6. PIER**

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

## **Appendices**

Appendix A: Proposed Members of the Executive Committee

Gunho Sohn, Associate Professor Department of Earth and Space Science and Engineering
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James Elder, Professor and York Research Chair in Human and Computer Vision Department of Electrical Engineering and Computer Science
Sunil Bisnath, Professor Department of Earth and Space Science and Engineering
Peter Park, Associate Professor Department of Civil Engineering
Ping Wang, Associate Professor and York Research Chair in AI Empowered New Generation Communication Networks Department of Electrical Engineering and Computer Science
Manos Papagelis, Assistant Professor Department of Electrical Engineering and Computer Science

#### Appendix B: Proposed Members of the Advisory Committee

Steven L. Waslander, Associate Professor Institute for Aerospace Studies and Director of the Toronto Robotics and AI Laboratory, University of Toronto
Matthew J. Roorda, Professor Department of Civil & Mineral Engineering and Canada Research Chair in Freight Transportation and Logistics, University of Toronto
Sabbir Saiyed, Manager, Transportation System Planning, Region of Peel
Chris Verheggen, Senior Vice President, Teledyne Optech
Walter Kinio, Vice President in Research and Innovation, Thales Canada
Bruno Scherzinger, Chief Technology Officer, Applanix Corporation
Brent Hall, Director, Education and Research, Esri Canada

# **LaMarsh Centre for Child and Youth Research**

## **Terms and Expectations**

### **2023 – 2028 Charter**

#### **1. Mandate**

The LaMarsh Centre for Child and Youth Research is a collaborative group of faculty and students that supports community-engaged interdisciplinary research in health, education, relationships and development of infants, children, adolescents, emerging adults and families everywhere. The primary aim of the Centre is to conduct and disseminate social and behavioural science research that is relevant to the societal concerns of Canadians, with a particular focus on positive youth development, health promotion and violence prevention.

#### **2. Lead Faculty**

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

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

#### **3. Participating Faculty**

As a Participating Faculty, the Faculty of Education, agrees to play a supportive role in promoting the development of the LaMarsh Centre and to provide a representative to its Board.

#### **4. Board**

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

- a. Dean (or designate), Faculty of Health, Chair
- b. Associate Dean (or designate), Faculty of Health
- c. VPRI (or designate), Vice-Chair
- d. Associate Dean (or designate), Faculty of Education
- e. Chair, Department of Psychology
- f. Director, Strategic Research and Partnerships, Faculty of Health (non-voting)

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

## **5. Directorship**

Director terms are typically 5-years in length. Upon the completion of a Directorship term, the Faculty will appoint, following the Director search process, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

## **6. Objectives and Expectations, 2023 - 2028**

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

The Centre is an internationally recognized unit with cutting edge research in foundational areas of child and youth health. More specifically, our work aims to improve child, youth, emerging adult and family well-being and resilience. The Centre enables interdisciplinary applied research, with societal relevance and a consideration for individuals at risk for or vulnerable to poor developmental outcomes across ecological, social, behavioural, and physical domains. There is an emphasis on community engagement and collaborative learning environments with partners outside of the university. In addition, across research clusters (described below), we engage in transformative training and mentorship to build the next generation of child and youth scientists, and impactful knowledge mobilization, to shape policy and practice in the contexts that children and youth develop.

*Proposed Research Program*

Centre activities will lead to improved well-being and resilience by focusing on four intersecting health clusters: 1) Physical health and activity; 2) Neurocognitive health and learning; 3) Socioemotional health and relationships; 4) Mental health and coping. Critically, these clusters will also allow for engagement across populations (e.g., Indigenous youth, children with disabilities, parents), can span biopsychosocial foci, and correspond strongly with the 2020-2025 UAP and the 2018-2023 SRP.

**Physical Health and Activity Cluster:** Research within this cluster focuses on the study of the determinants, promotion, and impact of physical activity, the prevention and remediation of physical illness, and the promotion of optimal health. With

strengths from our many members in Kinesiology and Health Sciences, with complementary expertise in Psychology, the programs of research exemplify a community-engaged and applied approach to ensuring the wellness of youth, with projects that study the benefits of sport for preschoolers, targeted physical activity messages for children with disabilities, involvement in multisport organizations for youth with developmental disabilities, and the prevention of childhood injuries in sports and recreation, including in First Nations and Inuit communities.

**Neurocognitive Health and Learning Cluster:** Research within this cluster examines the development of healthy cognitive abilities (e.g., memory and attention), the biopsychosocial determinants of poor cognitive skills, approaches to addressing cognitive impairments, and methods of enhancing learning outcomes. The cluster is home to members with neuroscience, developmental, and clinical training primarily in Psychology, and by members from the Faculty of Education who are ideally suited to bridge the gap between the knowledge of learning and educational environments. Members carry out research projects on the underlying processes behind reasoning and judgement, protective and risk factors for early cognitive impairment, Indigenous issues in education, re-imagining what education can look like in co-production with youth, and teaching and learning can be adjusted to improve educational experiences.

**Socioemotional Health and Relationships cluster:** This cluster is focused on studying emotional and social functioning across development, the determinants and promotion of healthy relationships, and addressing interpersonal violence from historical, developmental and contextual perspectives. The expertise in this cluster spans departments and faculties. Members carry out projects on romantic relationships, bullying, aggression and violence in marginalized youth, domestic violence, transition experience of refugees to Canada, adolescent sexual health, and the promotion of equity and access for diverse communities within local, national and international contexts. As would be expected, the expansive nature of this cluster also means meaningful intersections with all the other clusters, especially with implications for mental health and coping.

**Mental Health and Coping Cluster:** This cluster is focused on research into the biopsychosocial causes and treatments of mental health problems (e.g., ADHD, anxiety disorders, depression etc.) in children, adolescents and emerging adults, and more broadly, on factors to assist in coping. Research is focused on the mental health of people with developmental disabilities, the co-production of culturally sensitive mental health supports for Indigenous youth, infant mental health and parent functioning, community-based mental health promotion among youth and women in multicultural and immigrant-receiving settings, mattering and perfectionism, and emotion regulation across developmental periods.

In Canada today, many children and youth are not growing up within the safe, caring, and supportive relationships that are essential for their healthy development, and are lacking in receiving the educational, therapeutic, and relational supports that are

integral for their wellbeing. Their rights to a healthy life, guaranteed by the United Nations Convention on the Rights of the Child (UNCRC), are not being upheld. A 2020 UNICEF report card on wellbeing of children in rich countries identified Canada as ranking 30 of 39 countries overall, taking into account mental health (reflected by life satisfaction and suicide; 31<sup>st</sup>), physical health (reflecting overweight/obesity and mortality; 30<sup>th</sup>) and skill development (reflected by reaching/mathematics and making friends, 18<sup>th</sup>). Other research indicates that 10-20% of Canadian youth are affected by a mental illness or disorder (Children First Canada, 2019).

The LaMarsh Centre is ideally suited to conduct activities that inform the reduction of risk and increase protective factors to ensure that children of today become healthy, happy, engaged, and contributing citizens of tomorrow, with resilience and well-being. These goals resonate within Canadian action plans to address well-being (i.e., The Mental Health Commission of Canada's Framework to Action 2017-2022 report) as well as internationally (Organization for Economic Co-operation and Development). Further, with York University and the Faculty of Health increasingly emphasizing global partnerships, LaMarsh research clearly has national and international implications. Last, but not least, the geographic areas immediately surrounding York University (York Region and Simcoe County; Peel Region) are among the fastest growing, most diverse areas in Canada, with commensurate physical, mental, and social needs. Our youth-oriented research unit can conduct large scale, community-based projects that are highly relevant to community needs. The growing number of social concerns in the area, and need for health and mental health knowledge dissemination, clinical services, as well as support with policy and evaluation of available services can be addressed by expanded research opportunities in youth well-being and resilience at York.

### *Anticipated Sources of External Funding*

We have identified a number of funding activities:

1. Increased number of government contracts to generate more substantial recovery of overhead
2. Contracts for program evaluations in Toronto and York Region
3. Cost recoveries for administrative salaries from Tri-Council funding held by LaMarsh members
4. Fees generated by large annual Professional Development Conference
5. Continued work with York Advancement to attract individual/corporate donors/Foundation grants. With our new Research Clusters framework, Faculty of Health Division of Advancement has identified key people to approach, where each cluster will be in line with donor priorities.

### *Plan for Enhancing the Training Environment*

As in the past, student members will have the chance to apply for up to three annual LaMarsh Student Leadership awards: Successful applicants will benefit from enriched

leadership opportunities, including being involved on the Executive Committee, organizing the annual student symposium, and mentorship of undergraduate trainees. New initiatives will include an *undergraduate mentorship program*, where undergraduates that are associated with LaMarsh member labs (e.g., Honours thesis programs, research assistantships or volunteerism) will be able to attend our bi-monthly speaker series and be paired with a graduate student leader, along with monthly mentorship meetings with the LaMarsh Director.

We will also launch a new *Training Program in Interdisciplinary Child and Youth Research* to LaMarsh trainees, with graduate and postdoctoral entry points. Bringing together the collective expertise of LaMarsh members, the training program aims to a) recruit and train highly qualified researchers in transdisciplinary child and youth research, b) provide a rich and unique training and mentorship experience that reflects the multiple facets of child and family development, the needs of service providers, and policy priorities, c) prepare trainees to become highly productive, ethically responsible investigators, with the technical and professional skills that are required to become effective leaders, communicators, and knowledge translators, and d) address gaps in current research and adjust our training activity to future strategic directions. The following activities will be made available to all LaMarsh trainees, and those that complete all components within a 3-year period will be recognized as obtaining LaMarsh Specialization in Interdisciplinary Child and Youth Research: a) mentorship by 3 LaMarsh Faculty or Postdoctoral members, b) involvement in a multimember collaborative research project, c) participation in the LaMarsh monthly seminars that span each research cluster, and d) participation at the annual Graduate Student Symposium.

#### *Plan for engaging in knowledge transfer or knowledge mobilization*

LaMarsh will embark on several new major knowledge mobilization activities. In leading from the Graduate Student Symposium, LaMarsh will provide an annual knowledge mobilization event for professionals, community partners, as well as youth and parents. We will also foster a dissemination network that will be built through partnerships with established partner organizations, such as Children's Aid Society, Nunavut Government, and Canadian Red Cross. We will form 4 working groups, one for each research cluster. Undergraduate and graduate students will be fully involved in this exemplary training opportunity. With the support of the KMb Unit at York, we will co-create resources that partners identify as a critical need. We will disseminate co-created resources through a blog, infographics, webinars, and social media. We are confident that by co-creating resources with partners, the uptake and implementation will increase to create impactful health promoting practices and contexts for children and youth. This work will serve as a foundation to identify gaps in research, training, monitoring, and evaluation that can direct future collaborative funding applications.

*Expectations, Projected Deliverables and Evaluation Metrics*

<b>Strategic Priority</b>	<b>Deliverables / Evaluation Metrics</b>	
	<b>Per year</b>	<b>In total, by Year 5</b>
1. Public Visibility	<ul style="list-style-type: none"> <li>• Publishing of a minimum of 30 scholarly articles</li> <li>• Presentations of a minimum of 30 conference talks</li> <li>• Web site update, including establishment of site traffic monitoring process</li> <li>• A minimum of 5 media interviews by members</li> <li>• A minimum of 2 widely publicized LaMarsh events</li> <li>• A minimum of 2 policy-oriented events</li> <li>• In year 1, establish guidelines for external advisory board recruitment for LaMarsh and have an established board in place</li> </ul>	<ul style="list-style-type: none"> <li>• Members of LaMarsh will have published a minimum of 150 scholarly articles</li> <li>• Members of LaMarsh will have made a minimum of 150 conference presentations</li> <li>• The LaMarsh web site will be a state-of-the-art interactive medium that will showcase the research conducted, have integrated social media integration and SEO, and stream events held by LaMarsh</li> <li>• A minimum of 25 media events will have showcased LaMarsh research</li> <li>• LaMarsh will have held at least 10 widely publicized events</li> <li>• LaMarsh members will have been involved in at least 10 policy-oriented events</li> <li>• An active external advisory Board will have been established, reflecting priorities of equity, diversity, and inclusion</li> </ul>
2. Knowledge Mobilization	<ul style="list-style-type: none"> <li>• One major KM event sponsored by LaMarsh</li> <li>• A minimum of 10 community presentations by members</li> <li>• A minimum of 10 articles published in applied / policy-oriented journals</li> <li>• 1 community youth engagement event</li> </ul>	<ul style="list-style-type: none"> <li>• LaMarsh will have sponsored a minimum of 4 major KM events</li> <li>• Members of LaMarsh will have provided a minimum of 50 community presentations</li> <li>• Members of LaMarsh will have published at least 50 articles in applied/policy-oriented journals</li> <li>• LaMarsh will have organized at least 4 community-based youth engagement events</li> </ul>



Strategic Priority	Deliverables / Evaluation Metrics	
	Per year	In total, by Year 5
3. Student Engagement	<ul style="list-style-type: none"> <li>• Distribution of a minimum of 15 student research awards and 3 leadership awards</li> <li>• Organization of a student symposium</li> <li>• Organization of a minimum of 1 additional student-led and student-focused event</li> <li>• Create an annual interdisciplinary summer school program for graduate and postdoctoral LaMarsh trainees, for 12 trainees per year</li> <li>• Create mentorship opportunities for 4 undergraduate students per year</li> </ul>	<ul style="list-style-type: none"> <li>• 75 student research awards will have been distributed</li> <li>• 4 student symposia will have been held</li> <li>• 4 student- led, student-focused events will have been held</li> <li>• 40 trainees will have received the Specialization in Interdisciplinary Child and Youth Research</li> <li>• 20 undergraduate students will have received formal mentorship in child and youth research</li> </ul>
4. Collaboration	<ul style="list-style-type: none"> <li>• Application for funding of a minimum of 2 collaborative projects engaging 3 or more LaMarsh researchers</li> <li>• Application for funding in collaboration with at least one academic partner from another ORU at York University</li> <li>• Application for funding in collaboration with at least one new academic partner from another University</li> <li>• A minimum of 10 collaborative products (joint conference presentations; joint funding applications; journal articles) with community partners</li> <li>• Maintenance of collaboration with a minimum of 3 international partners</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 10 collaborative projects will be underway or completed</li> <li>• A minimum of 4 applications for funding in collaboration with at least one academic partner from another ORU at York U. will have been submitted</li> <li>• A minimum of 4 applications for funding in collaboration with at least one new academic partner from another University will have been submitted</li> <li>• A minimum of 40 collaborative products (joint conference presentations; joint funding applications; journal articles) with community partners will have been delivered</li> <li>• Collaborations will be thriving with 4 or more international partners</li> </ul>

Strategic Priority	Deliverables / Evaluation Metrics	
	Per year	In total, by Year 5
	<ul style="list-style-type: none"> <li>• A minimum of 3 collaborative products (joint conference presentations; joint funding applications; journal articles) with international partners</li> <li>• Exploration of a minimum of 1 additional collaboration with partners in mid/low income country</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 12 collaborative products (joint conference presentations; joint funding applications; journal articles) with international partners will have been delivered</li> <li>• LaMarsh will have at least 2 additional research partners from mid/low income countries</li> </ul>
5. Recruitment and retention	<ul style="list-style-type: none"> <li>• Initiation of a search for new director, with clear guidelines for succession planning that involves the appointment of an associate director</li> <li>• A full executive committee with annual representation that will include the director and associate director, past director, 4 LaMarsh members, and one graduate student leader. Recruitment of members will include considerations for EDI, faculty level, skill sets and home faculty</li> <li>• Review of membership with a focus on member contributions to the Centre</li> <li>• Recruitment of a minimum of 1 additional researcher with a focus on EDI</li> </ul>	<ul style="list-style-type: none"> <li>• A new director will have been selected and installed</li> <li>• An associate director will have been selected and installed</li> <li>• The executive committee will be a representative group of LaMarsh members</li> <li>• Memberships of non-contributing members have been terminated</li> <li>• 5 new members will have been recruited</li> </ul>
6. Financial Sustainability	<ul style="list-style-type: none"> <li>• Organization of at least 1 revenue generating KM event</li> <li>• Applications for a minimum of 2 Centre-based funding opportunities that generate overhead payments for LaMarsh</li> </ul>	<ul style="list-style-type: none"> <li>• 5% of LaMarsh expenses will be covered by revenue generated by overhead payments from contracts or grants</li> <li>• 10% of LaMarsh expenses will be covered by revenue generated by annual</li> </ul>

Strategic Priority	Deliverables / Evaluation Metrics	
	Per year	In total, by Year 5
	<ul style="list-style-type: none"> <li>• Procurement of a minimum of 1 contract that generates overhead payments for LaMarsh</li> <li>• Applications submitted to a minimum of 3 Foundations for Centre projects that can generate ongoing income for LaMarsh over the next 5 years</li> <li>• A minimum of 3 LaMarsh researchers with external funding will contribute administrative funding for a minimum of 9 hrs/ week of the LaMarsh coordinator</li> <li>• Organization of at least 1 fundraising event (including crowdfunding; training events in collaboration with HLLN or YUPC)</li> <li>• Exploration of potential “naming” partnerships</li> <li>• Exploration of new initiatives to be considered in collaboration with existing donors</li> </ul>	<ul style="list-style-type: none"> <li>professional development/KM/training events</li> <li>• LaMarsh researchers will allocate (administrative services in Tri-Council Grants) what amounts to approximately 15% of LaMarsh coordinator salary (i.e.7.5% of total LaMarsh overhead expenses)</li> <li>• 3% of LaMarsh operating costs will be covered by existing grantors/ donors/ benefactors. One new donor or foundation grant will contribute a minimum of 3% to LaMarsh overhead costs</li> <li>• A “naming” donor will have been identified (contribution of \$50,000 per year)</li> <li>• At least 15% of LaMarsh operating expenses will be covered by an annual fundraising event or crowdfunding</li> <li>• Up to 25% of operating expenses will be covered by existing endowment/trust</li> </ul>

## 7. Resource Commitments

### VPRI

The VPRI office will support the LaMarsh Centre with access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. The Centre is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

## *The Faculty of Health*

As the Lead Faculty, the Faculty of Health, commits to including in its strategic planning the development of LaMarsh in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities. The Faculty is committed to ensuring that the LaMarsh Centre has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director. In terms of infrastructure, LaMarsh will retain its current space in the Dahdaleh Building, which includes faculty offices, graduate student space, and a common meeting area. Administrative support through Centre Coordinator will be supported by the Faculty of Health and the Centre's membership are actively encouraged to help contribute to the costs of that support through recoveries from their operating grants.

The Faculty will continue to support the Centre's executive in moving toward financial sustainability in light of the Director's commitment to increasing external funding by:

- Increasing the number of government contracts that members secure
- Undertaking program evaluation related to the Centre's mandate in Toronto and York Region
- Completing cost recoveries from Tri-Council funding to support administrative salaries
- Generating fees from professional development conferences
- Working closely with the university advancement office to attract donations

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of unrestricted overhead funds to be allocated to the ORU. The Faculty's allocation of overhead funds to the centre will use the VPRI model of 75% on contracts and non-Tri Council funding as a guide for consideration.

## **8. PIER**

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

## 9. Appendices

### Appendix A – Proposed Members of the Executive Committee

<b>Executive Committee</b>	<b>Title and Affiliation</b>
Jonathan Weiss	Current Director, Professor, Department of Psychology, Faculty of Health
Yvonne Bohr	Past Director, Associate Professor, Department of Psychology, Faculty of Health
Jennifer Connolly	Past Director, Professor, Department of Psychology, Faculty of Health
Nazilla Khanlou	Associate Professor, School of Nursing, Faculty of Health
Jeni Pathman	Assistant Professor, Department of Psychology, Faculty of Health
Rebecca Gunter	Associate Professor, School of Kinesiology and Health Science, Faculty of Health
Melody Wiseheart	Associate Professor, Department of Psychology, Faculty of Health

# **Centre for Research on Language and Culture Contact / Centre de recherche sur les langues et les cultures en contact**

## **Terms and Expectations 2023-2028 Charter**

### **1. Mandate**

Based at Glendon College, the CRLCC enables individual and collaborative interdisciplinary research on the many dimensions and implications of language, culture and knowledge contact: bilingual and plurilingual education minority language maintenance or loss, language policies, linguistic variation and change, transculturalism, as well as the linguistic, cultural and ethical dimensions of translation. It provides a forum for emerging and well-established scholars from various fields and institutions and as such, benefits from, and enriches, Glendon's mandate as a leading bilingual liberal arts institution in a plurilingual (urban) context.

### **2. Lead Faculty**

As the Lead Faculty, Glendon College agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the CRLCC in collaboration with the Office of the Vice-President Research & Innovation (VPRI). This support includes promoting membership in CRLCC, supplying decanal representatives to serve as Chair and Vice-Chair of the CRLCC Board, and facilitating selection and approval of Directors for CRLCC as warranted. The Lead Faculty further agrees to integrate CRLCC's objectives into its strategic research planning and to champion the development of CRLCC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CRLCC will be considered appropriately into the Faculty's strategic planning, including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

### **3. Board**

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

- a. Principal (or designate), Glendon College, Chair
- b. Associate Principal, Research and Graduate Studies (or designate), Vice-Chair
- c. Associate Vice-President Research and Innovation (or designate)
- d. Associate Dean Research, LA&PS

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

#### **4. Directorship**

Director terms are typically 5-years in length. Upon the completion of a Directorship term, the Faculty will appoint, following the Director search process, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

#### **5. Objectives and Expectations, 2023-2028**

##### *Proposed Research Program*

##### **LANGUAGE ECOLOGY, LANGUAGE POLICIES**

Along with Glendon College, the CRLCC “has embarked on new directions with respect to Indigenous languages and cultures, bilingualism, plurilingualism and intercultural communication and understanding.” (Glendon Academic Plan 2020-2025). The CRLCC’s researchers engage in the areas of language ecology and minority language maintenance have been very active in the past four years in the debate on language rights in Canada, and in assisting in the development of policies on Indigenous languages. The following promising projects have been planned or put in place as follows:

- **Indigenous language policy and Indigenous futurities**

In the context of the UN Decade of Indigenous Languages (2022-2032), a conference entitled ‘The 95th Call to Action: Dismantling the Indian Act and Beyond’ is being planned (for the Fall of 2022?). This collaborative event proposes to address the broad set of issues implied by the title. The event is conceived of as a three-day event, co-sponsored by York and the UOIT/Tyendinaga, with York being the host university. One half-day will be spent at the site of the Mohawk Institute Residential School at Six Nations for a commemorative event for all participants.

The CRLCC has been approached to prepare to handle, along with the Research Office at Glendon, a major grant application with Ian Martin (English Department, Glendon) as co-investigator. Creating an *official* CRLCC cluster in Indigenous Language policy in Canada would also be a timely and appropriate way to promote research and dissemination of research in that field, whose importance is being recognized as an essential component of Reconciliation.

The CRLCC will also work on building relationships and collaborations with the newly created Centre for Indigenous Knowledges and Languages at the Keele campus.

## **FRENCH-LANGUAGE EDUCATION**

- **The 21st-century Competencies**

The world of education is entering into a new pedagogical paradigm that seeks to prepare students for an uncertain, changing, connected and complex future. The definition of new outcomes, the 21st-century Competencies, is the first step in transforming learning in schools. Ontario Ministry of Education staff members have been researching, discussing and piloting options for the best implementation of this new framework in our province. Glendon College is well on its way to adopting the 21st-century competencies pedagogical frameworks for all levels of education and for French in First- and Second-language teaching.

A one-day conference organized by CRLCC: “Teaching and Learning 21st-century Competencies in French (in a minority setting): Resilience, Collaboration and Creativity” will provide strategies and open new areas for research for educators and academics. Within a linguistic and cultural minority context, it is crucial to empower future agents for transformative change. This event, previously planned for April 2020, will take place online in March 2022. Members of other research centres in Ontario, such as the Centre de Recherches en Éducation franco-ontarienne (University of Toronto) and EducLang (University of Ottawa) are expected to participate.

This event will raise York’s profile as a centre of research and leader for new pedagogies for deep learning. It will also reinforce Glendon’s designation as the Centre of Excellence for French-language and Bilingual Postsecondary Education in Southern Ontario.

- **From access to success: innovative FSL tools**

The Camerise project, led by CRLCC associates Muriel Péguret, Dominique Scheffel-Dunand and Mirela Cherciov, was born from the realization that different stakeholders – educators, students, support staff, parents, policy makers, advocacy groups and bilingual organizations – are likely to have different needs and use research, resources and information in different ways to advance second-language acquisition (SLA) and plurilingualism. Its goal is to boost the development of innovative FSL models for learning and sharing knowledge that enhance both the quality of experience and the opportunities available to the diverse FSL community. This is a transformational tool that will progressively: allow the FSL and bilingual communities to have quick and centralized access to pertinent information; showcase other pan-Canadian FSL/SLA and bilingual initiatives in place or under development to address the systemic challenges FSL and bilingual programs face in Ontario and Canada; offer learning and professional development opportunities; and invite direct engagement from stakeholders and organizations.

The CRLCC is confident this project will develop further over the next few years and contribute to Glendon’s mission as a hub for French language education and scholarship in



the province of Ontario and in Canada. The CRLCC will support the organization of knowledge dissemination events and additional funding opportunities.

- Proposal for a new CRLCC cluster will be led by Muriel Péguret, “French Education in a plurilingual context – researching the complexities of teaching in French in an anglophone environment with many languages and cultures in the classroom.” This cluster will help feed the Camerise hub.

## **ROLE AND IMPACT OF LANGUAGE IN MULTICULTURAL / PLURILINGUAL SETTINGS**

A plurilingual research project, supported by the Centre for Research on Language and Culture Contact, and led by James Corcoran (DLLL) will attempt to better understand the landscape of writing for publication at Glendon, a bilingual liberal arts college operating as part of a larger plurilingual (but predominantly Anglophone) university. Dissemination of the findings of this research project, entitled “Writing for publication at a bilingual university,” will not only advance knowledge with respect to plurilingual scholars’ research writing, but may also lead to modified policy and/or pedagogy aimed at scholars at different stages in their academic trajectories.

## **NARRATIVE TRANSMISSIONS ACROSS LANGUAGES**

- **“Translators' Archives: Voicing Cultural Agency in Print Culture in the Americas” (María Constanza Guzmán, Principal Investigator).**

This project, supported by the CRLCC, investigates the role and location of literary translation and translators in contemporary print culture in the Americas. The main goals of investigating translators' documents from an inter-American perspective are to map transnational networks of cultural production and reveal the workings of intellectual relations. Mapping translators while articulating their subjectivity and agency through their writings will shed light on their role in narrative transmission across languages in the Americas. The nature of this project, spanning over five decades of both physical and digital archives, will also allow for a discussion of archival research itself, especially as it relates to changes linked to the digital turn, translator practices, and shifts in research practices.

## **WORKING IN PARTNERSHIP**

- **International partnerships – knowledge exchange**

A new project has been launched by CRLCC members: a Globally Networked Learning (GNK) Partnership with the Faculty of Humanities at Universidad de Magdalena in Santa Marta, Colombia. The first step of this long-term project, led by CRLCC members María Constanza Guzmán, Ian Martin and Marlon Valencia started in Fall 2021 as a project involving two undergraduate courses, one from the Department of Modern Languages at UniMag and one from Hispanic Studies (part of the Certificate in Spanish-English Translation) at York University. Students in each class will prepare a presentation of the specifics of their local

socio-linguistic environments and, during a synchronous session, they will share that presentation with their peers at the other university. The goal is to connect students from both countries and institutions, and to have knowledge exchange activities about diverse sociolinguistic environments.

Globally Networked Learning contributes to four of the top priorities of York's University Academic Plan (UAP 2020-25): 21st Century Learning: Diversifying Whom, What, and How We Teach (pedagogical innovation); From Access to Success: support to students from all backgrounds in realizing their full potential; Advancing Global Engagement: we recognize that global networks allow students to learn from one another and gain global fluencies needed to work in international settings; and Working in Partnership: by partnering with other entities and sectors we gain vital insights and capacity to create positive impact for our students, our campuses, and our broader communities.

As language-related GNL partnerships projects are expanding at York, a roundtable of Glendon members involved in these projects will be organized by the CRLCC in the Spring of 2022.

- **Local partnerships - Knowledge exchange and experiential education**

“Bridging Theory and Practice: Research Project on Ethical Issues in Translation and Interpreting” Aurelia Klimkiewicz (Glendon College) and Veronica Costea (MCIS Language Solutions / Solutions linguistiques Toronto). The main goal of this project is to bridge the gap between academic research and education and the real-life experiences of practitioners in the field of community translation and interpreting by: improving access to research on ethical issues; and exposing students to opportunities where they can apply their learning to real-life situations to better prepare them for careers in the language industry.

The CRLCC and the Canadian Language Museum (located on the Glendon Campus) also plan to expand their collaboration to incorporate talks for and by graduate students into formalized opportunities for exchange between (under)graduate students, CRLCC members, and Museum initiatives. The CRLCC also plans to collaborate with the Museum in developing new exhibits.

## **OTHER POTENTIAL INITIATIVES**

- **New Clusters**

As collaboration at the Unit/Faculty/University levels expands, ideas for new clusters have recently emerged. In addition to a possible cluster on “Education in a plurilingual context” (mentioned above), and an “official” cluster on “Indigenous Language Policy”, other potential clusters will be considered: Multilingual/Plurilingual/Translingual Research, Writing, and Knowledge Exchange (proposed by James Corcoran); Cultural Translation and

Multilingual Artistic Practices (proposed by Susan Ingram); and Literary Translation (proposed by Marie-Christine Aubin)

Such clusters will undoubtedly further strengthen capacity for research across disciplines and domains and will facilitate collaboration with other ORUs, especially the Robarts Centre for Canadian Studies which we anticipate will be co-led by Glendon and LA&PS in the future.

- **Language revitalization: Wendat (Wyandot) Courses for Researchers**

Following the two-day colloquium on “Transcrire et traduire la parole amérindienne: le poids des mots autochtones dans les textes issus de la colonisation française en Amérique” (April-May 2021), it was suggested that Wendat courses/workshops be offered to researchers. John L. Steckley, a Canadian scholar specializing in Native American studies and the Indigenous languages of the Americas and one of the last known speakers of the Wyandot (or Huron) language, has recently been approached and has accepted to provide these workshops. The frequency and the format of these workshops are yet to be determined.

#### *Anticipated Sources of External Funding*

Most events have been self-financed (using participation fees for Summer Schools, VPRI grants or small SHRCC grants) but financial support from the Faculty will continue to be crucial for the CRLCC to expand further (to cover workshops expenses, students’ travel expenses for conferences, in person events technical fees, some translation fees...). The CRLCC is seeking advice from the Glendon Advancement office on how to identify on-going funding for its activities. The CRLCC is also looking at various incentives to encourage its members to register their externally funded awards with the CRLCC and benefit from the post-grant administrative support the Centre offers.

#### *Plan for Enhancing the Training Environment*

### **Summer School**

The CRLCC and the Research Group on Translation and Transcultural Contact ~~will be holding~~ are planning a 3rd Summer School on Teaching Translation in University Contexts: Theoretical Approaches and Pedagogical Methods, with special attention given to social, geopolitical, linguistic and cultural issues. Over one week, invited seminar leaders (from Glendon and beyond) will mentor graduate students and young scholars in lectures and workshops on translation pedagogy. A well-known keynote speaker will provide an overview of the chosen themes. The Summer School will be open to other community members who may be involved in projects related to language and culture contact. As was the case with the two previous Summer Schools, participants’ fees will help cover the costs.

## **Glendon Research Apprentice Program (RAP)**

The Glendon Research Apprentice Program offers students the opportunity to receive mentorship from a faculty member, develop skills in conducting research and explore their interests. The CRLCC and the Glendon Research Office are exploring the possibility of extending the popular RAP program, currently aimed at undergraduate students, to graduate students and encouraging CRLCC members to make systematic use of this program. This is beneficial to (under)graduate students looking for more research experience or training, and it also gives more visibility to the CRLCC and its partners.

## **Workshops for Graduate Students**

The CRLCC will keep offering workshops on:

- research and plurilingual scholarly writing
- research methodology in the areas of language and culture contact: associates will present their methodologies, explain the challenges they may face, describe the long process it often involves.

### *Plan for engaging in knowledge transfer or knowledge mobilization*

The increase in the number of events in the past few years and the switch to videoconferences during the pandemic have undoubtedly enhanced cross-pollination and the interdisciplinary nature of the CRLCC's research activities. The CRLCC is in a better position to structure its activities around a larger number of research clusters, to expand further its research collaboration with other ORUs at York and beyond, and to increase the dissemination of academic research among various communities (educational institutions, policy makers, health-care organizations, governmental and non-governmental organizations involved with migration, cultural groups, etc.).

### *Expectations, Projected Deliverables and Evaluation Metrics*

## **Outside grants and Pre-/Post-award services**

After a wide consultation with the members and executive members, it was determined that the Glendon associates were not necessarily aware how the Centre can support their pre- and post-award needs. The CRLCC will work closely with the Glendon Research Office to ensure that the internal members are aware of the mechanisms by which they may request that the Centre can assist in administering their research funds.

### Support for grant applications

- The CRLCC commits to supporting colleagues' external grant applications through offering specialized peer review.
- The CRLCC commits to assisting with applications for external grants of a value of at least \$250,000 on average, calculated over a two-year basis.

## **Knowledge exchange and dissemination**

- A minimum of 8 noon talks / lectures
- 1 or 2 one-day conferences every year on specific themes
- A minimum of 2 events in collaboration with other ORUs
- Participation in the annual Glendon Research Festival (Graduate Students and Faculty)
- Book launches to celebrate colleagues' accomplishments (2 or 3 planned for 2022)
- 1 Summer school (organized each time around a different area of the CRLCC's mandate) every 2 years
- Scholarly writing and methodology-oriented workshops offered on a regular basis for students

## **6. Resource Commitments**

### *VPRI*

The VPRI office will ensure that the CRLCC has access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. CRLCC is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

### *Glendon College*

As the Lead Faculty, Glendon College commits to including in its strategic planning the development of CRLCC in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities. The Faculty is committed to ensuring that CRLCC has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director. Glendon will also provide the salary of a part-time administrative assistant and an annual operating fund of \$3,000 for the Centre.

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of unrestricted overhead funds to be allocated to the ORU. The Faculty's allocation of overhead funds to the centre will use the VPRI model of 75% on contracts and non-Tri Council funding as a guide for consideration.

## **7. PIER**

CRLCC commits to incorporate recommendations from the Plan for the Intensification and Enhancement of Research (PIER: [www.pier.info.yorku.ca](http://www.pier.info.yorku.ca)) into its research and operational activities, and identify specific actions taken and/or that will be taken in each year's annual plan and report.



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15 October 2021

Prof. Amir Asif  
Vice-President, Research and Innovation  
York University  
[vpri@yorku.ca](mailto:vpri@yorku.ca)

Dear Vice-President Asif,

Re: Centre for Research on Language and Culture Contact

I am pleased to write in support of the re-chartering application of the Centre for Research on Language and Culture Contact (CRLCC).

The CRLCC is the only ORU solely attached to our faculty. In terms of Glendon and its mandate, there are compelling reasons to renew the Centre's charter. The CRLCC fits perfectly with Glendon's historical mission, in which research on languages and French-English bilingualism has long played a crucial role. The members of the Centre conduct research in areas that are central to Glendon's Research and Academic Plans, specifically linguistic diversity and language pedagogy, cultural contact, and social justice and ethics. These research concentrations fit firmly into the strengths highlighted in York University's Strategic Research Plan for 2018-2023: "Analyzing Cultures and Mobilizing Creativity" and "Forging a Just and Equitable World."

I would like to highlight two key areas, among others, where the CRLCC contributes to Glendon's research culture.

For close to ten years, the CRLCC has focused its attention on Indigenous research issues in order to strengthen the preservation and revitalisation of Indigenous languages. These initiatives complement and enhance Glendon's Indigenization efforts. The CRLCC will work closely with the new Centre for Indigenous Knowledges and Languages in areas of joint interest.

Glendon is well known in southern Ontario for its work in the field of Teaching French as a second language (FSL). The CRLCC is home to the Camerise project which is designed to be a transformational and educational tool for professional development opportunities and the co-creation of knowledge and learning products in the field of second-language teaching. This project will have a direct role in responding to the shortage of FSL educators in Ontario.

The ORU will continue to play its essential role in support scholarly research among faculty and students at Glendon and York in general. It will maintain its close links to the Canadian Museum of Languages, located on Glendon campus. It will encourage collaboration, research and knowledge production and dissemination, and it will collaborate when possible with other ORUS at York, such as the Roberts Centre for Canadian Studies, the Centre for Feminist Research, the York Centre for Asian Research, and the Centre for Research on Latin America and the Caribbean.

Glendon commits to provide the following financial support of the Centre: the Director's course release and stipend (as mandated by the YUFA collective agreement) and the salary of a part-time administrative assistant for the centre. In addition, Glendon provides an annual operating fund of \$3000 to the Centre.

We can also commit to the continued provision of space for the Centre, specifically, York Hall room B209, a collaborative research and meeting space.

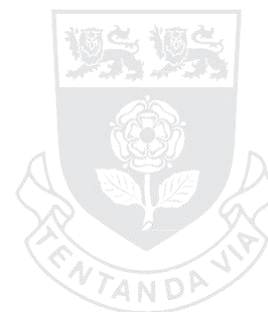
While we are committed to providing this basis support for the centre, we trust that in the future the Centre will be able to offset much of this expenditure through securing overheads on major collaborative research projects and undertaking other revenue-generating activities. We note that currently the Camerise project has allocated \$10,000 to salary recovery for the administrative assistant. It will also provide funds for specific activities that the Centre will facilitate.

Sincerely,



Marco Fiola  
Principal, Glendon

cc: Prof. Jennifer Hyndman, Associate VPRI, [jhyndman@yorku.ca](mailto:jhyndman@yorku.ca)  
Prof. Rebecca Pillai-Riddell, Associate VPRI, [rpr@yorku.ca](mailto:rpr@yorku.ca)  
Prof. Sylvie Rosiensi-Pellerin, Director, CRLCC, [rosiensi@glendon.yorku.ca](mailto:rosiensi@glendon.yorku.ca)  
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**Jack & Mae Nathanson Centre on  
Transnational Human Rights, Crime & Security**

**Terms and Expectations  
2023 – 2028 Charter**

**1. Mandate**

The Nathanson Centre (NC) seeks to make a cross-disciplinary contribution to the study of the relationships amongst crime, human rights, and security in the context of transnational phenomena and as informed by normative and theoretical perspectives. The Centre focuses on research and knowledge-generation activities that contribute to fundamental scholarship and/or public policy debates. It draws on the expertise of a variety of researchers from Osgoode Hall Law School, where it is based, as well as of researchers in cognate areas such as Philosophy, Sociology, Criminology, and Law and Society. The Centre further seeks to foster working relationships with researchers at other universities, in government, and in various other professional and non-governmental sectors.

**2. Lead Faculty**

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

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

**3. Board**

The Board for Nathanson has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion Nathanson with internal and external stakeholders as appropriate, and to serve as a resource for the



Director in assisting Nathanson achieve its objectives. Composition of the Board for Nathanson normally will be as follows:

- a. Dean (or designate), Osgoode Hall Law School, Chair
- b. VPRI (or designate), Vice-Chair
- c. Associate Dean Academic (or designate), Osgoode Hall Law School

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

#### **4. Directorship**

Director terms are 3-years in length. Upon the completion of a Directorship term, the Faculty will appoint, following the Director search process, a Director for a 3-year term with the possibility of renewal for an additional 2 years. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

#### **5. Objectives and Expectations, 2023 – 2028**

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

As the Nathanson Centre is an endowed organized research unit, its research program is driven by the mandate prescribed by its endowment. The Centre's mandate focuses on crime, human rights, and security in the context of transnational phenomena and as informed by normative and theoretical perspectives. The Centre will focus its work and activities on these three topics but will be interpreting them in their broadest sense.

*Proposed Research Program*

The Centre's proposed research program is broadly organized under the umbrella theme of addressing inequality. Inequality has become one of the most prevalent problems of today's society. While often only thought of in terms of unequal or unjust distribution of financial resources among individuals, problems with inequality can also relate to issues involving personal characteristics, such as race or gender; economic or social development; and even climate change. In light of the killing of George Floyd and the onset of the Covid-19 pandemic, issues of inequality have become even more timely. As society grapples to understand and address problems with racial inequality in policing and crime or, more recently, vaccine access in developing countries, the need to analyze and develop ways in which we can ameliorate such inequalities has arguably never been more urgent.

Against the background described above, one of the Centre's main aims is to use the three core topic areas – transnational human rights, crime and security – that comprise its mandate to explore issues of inequality.

## **Indigenous People and the Law**

For instance, one continual theme over the Centre's next term will explore the treatment of Indigenous persons in light of international law standards. An event that has already been organized, subject to finalization of dates, is a discussion by leading Indigenous and international criminal scholars on the residential schools disaster through the lens of genocide or as a crime against humanity.

Future activities in this stream will include an exploration of the treatment of indigenous persons as a human rights issue in the mining context as well as how indigenous rights intersect with environmental issues. These projects align with existing work being conducted by Nathanson Centre affiliates. The expectation is that these projects will ultimately result in both public events as well as academic outputs.

## **Human Rights in the Corporate Context**

Today there is increasing recognition of the need for businesses to respect human rights, despite the fact that there remains no specific legal requirement to do so. The importance of doing so is highly relevant for issues of inequality as it is generally those that are already disadvantaged or vulnerable that bear the heaviest cost of corporate violations of human rights. The intended output for this stream is public events, contributions to the works in progress seminar series (see below), and a widescale conference. A book describing how corporations can address human rights issues under the norms set by the United Nations Guiding Principles on Business and Human Rights, edited by the Director of the Centre, is also currently in progress and is on track to be published before the Centre's next rechartering. Some of the specific events or research activities that are proposed for this stream include: an event on supply chain responsibility for corporations; an event on the proposed Business and Human Rights treaty, featuring members of the United Nations Working Group on Business and Human Rights; and an event on human rights issues in sports to coincide with the Beijing Olympics. The Centre also expects to host an international conference on business and human rights issues once international travel becomes permissible again.

## **Transnational Human Rights**

This stream will focus on issues that relate to inequality as explored in the context of protecting human rights. For instance, given the strong links between human rights and corruption and human rights and the environment, the Centre will examine both of these issues as well. Corruption, in particular, will be an area that is highlighted given its connection to one of the other of the Centre's mandates: security. It will thus host events and attract research on issues relating to transnational bribery, ethical issues in international corruption, and regulation of corruption. In the environmental context, one event that is at the early stages of planning concerns the new concept of "ecocide", which explores how destruction of the environment can be treated as a crime under international law.

## **Criminal Law**

A fourth stream focuses on how issues of inequality should be treated in criminal law. One of the large-scale events already planned for this stream will look at the *Morris* decision, which deals with submission in sentencing. The event to discuss the issues raised by the *Morris* case is scheduled to coincide with the release of the Ontario Court of Appeal's decision. Centre Executive Member, Palma Paciocco, will host a works-in-progress series that enables academics to discuss early research on these issues. Professor Paciocco has already scheduled three workshops for the upcoming year that explore: new theories of collective criminal responsibility, proposed changes to HIV criminalization laws, and racism in police carding. The aim will be to continue these works-in-progress workshops until the Centre's next recharter.

Relatedly, there is an interest in increasing the Centre's work on the relationship between crime and security, particularly in relation to organized crime, as this was one of the Centre's original mandates. Given the dearth of legal researchers in this area, the Centre will be reaching out to researchers in other disciplines to solicit research and events related to organized crime and security, primarily through reliance on Centre Board member, James Sheptycki.

In addition to these various streams of research, the Centre highlights one central issue that relates to at least one of its mandate topics each year in its 'Or 'Emet lecture. The 'Or 'Emet lecture is one of the most prestigious named lectures at Osgoode. Going forward, future 'Or 'Emet potential speakers will be asked to speak on issues that explore the intersection between inequality and crime, human rights, or security.

### *Anticipated Sources of External Funding*

While the Centre is fortunate to have access to very generous internal funding, it intends to generate external funding in myriad ways. First, it will provide seed funding for researchers making external grant applications. The Centre has historically supported a number of researchers seeking SSHRC funding in the past and this has led to mutually beneficial outcomes for both the researchers and the Centre, and the intention is to maintain this practice. However, given the interest in running several larger conferences once international travel becomes possible again, the Centre intends to develop its own applications to support such wide scale events.

### *Plan for Enhancing the Training Environment*

The training environment for students is already strong at the Centre. It runs a Graduate Fellowship program which enables several Osgoode and York graduate students to become part of the Centre and offers them both financial and academic support for their research. More specifically, the Centre awards \$7,000 to master-level fellows and \$10,000 to doctoral fellows. It further supports graduate initiatives including the annual conference of the Toronto Group. Going forward, the Centre will regularize the graduate

seminar series, which allows the fellows to present their work, and they will be invited to provide summaries of their research to a blog series on the Centre website.

The Centre has historically had less engagement with JD students, although it runs a seminar series that the students can attend and provides physical space for students working with Osgoode's International Legal Partnership program. The Centre will engage with these students more widely in the future by looking at ways of bringing them on as research assistants for projects run at or through the Centre and by seeking to involve them more in events at the Centre.

#### *Plan for engaging in knowledge transfer or knowledge mobilization*

The Centre has, in the past and will continue in the future, to mobilize and transfer knowledge through several means. Most events, except for works-in-progress and graduate seminars, will be made available to the public. The Centre has begun to move to Eventbrite invitations, meaning advertising for these events will be posted on external calendars and websites as well. All public events will normally be recorded and hosted on the Centre's YouTube channel. In addition, summaries of events will be written up by students and posted on the Centre's new website. Research conducted at the Centre, when published or put into report format, will be made publicly available and posted on a portal on the Centre's new website. The Centre will also continue to host widescale events and conferences that are designed to appeal to a broad audience. It will also use the services of Osgoode's communications officer to publicize activities at the Centre.

#### *Expectations and Projected Deliverables*

### **Strategic Research Development and Research Support**

The Centre will continue to support a variety of research projects and activities, initiated by its leadership or individual faculty members, and for which external funding is not readily forthcoming. Much of the Centre's focus will continue to involve highlighting contemporary and international issues related to transnational human rights, crime and security, but from the perspective of a Canadian research unit.

The Centre will continue to work towards strengthening faculty research capacity by providing regular opportunities for Osgoode and York scholars to develop intellectual connections and collaborations within the Faculty and University as a whole. The Centre will continue to host seminars, workshops, and research events and encourage its members to suggest and organize new events. The Centre would like to organize at least one major workshop or conference per year.

The Centre also aims at expanding its visitor programs by increasing the visibility of the program internationally and by inviting more scholars from around the world to participate in it, when conditions allow.

## **Student Support**

The Centre will continue to award Nathanson Graduate Fellowships on a yearly basis to no less than six York graduate students, for a total amount of no less than \$60,000/year (as the endowment prescribes). While some of these Fellowships will continue to be awarded to existing students, the funding will also be used to try and attract new students to Osgoode and York. The Centre will further regularize the seminar series for graduate students and graduate students will be invited to suggest events for the Centre as well. Additionally, the Centre will continue to support graduate conferences as conditions allow.

In addition, the Centre will make efforts to better involve JD students in the Centre's activities. This will include inviting them to attend Centre events, enabling them to assist at Centre events, and exploring possibilities of bringing such students on as research assistants to the Centre.

## **Externally Funded Research Activity**

The Centre will continue to encourage and support its members to seek funding for their research through SSHRC and other external channels and will lead to the development of new collaborative research initiatives in its thematic areas. It will deploy its resources to the extent possible to provide seed-funding and other in-kind support for grant applicants. The Centre will also continue to provide pre- and post-award support for members in collaboration with Osgoode's Research Office. In evaluating the Centre's progress towards meeting these expectations, the Centre will consider the funding applications submitted with the Centre's support, the success of its directors and members in attracting external research funds and securing collaborative funding arrangements with other institutions, and the amount of external funds administered by the Centre.

## **Research Dissemination, Knowledge Mobilization, and Engagement**

The biggest improvement to this area will be revitalization of the Centre's website. The website will be designed to become a hub for featuring research conducted at the centre, events and workshops held at the Centre, and a site highlighting blogs, videos, and other materials dedicated to the Centre's mandates. The Centre will also continue to organize numerous scholarly events and record them for public dissemination on YouTube. It will further continue to support conference and research travel of its members, where other sources of funding have been exhausted.

## **Membership**

A recent survey to Osgoode faculty indicates that they feel the Centre could engage with them or include them more in the Centre's activities. As a result, one of the aims of the charter period will be to grow engagement with not only the Osgoode faculty but with York faculty more broadly. This will involve outreach activities, including individual

solicitations to Osgoode faculty working in one of the Centre's areas to encourage them either to present their research, suggest an event or at least attend an event. Similar outreach initiatives will be used to solicit engagement from York faculty. There will also be a greater attempt to run a wider range of activities designed to appeal to a broader audience. Annual reports and other records will be kept to document the nature and extent of active engagement by individual members, recognizing that members contribute in different ways and to different degrees over time.

## **6. Resource Commitments**

### *VPRI*

The VPRI office will ensure Nathanson has access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. Nathanson is welcome to apply for the regular internal funding opportunities offered by the VPRI office. Further, the VPRI office will support the Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

### *Osgoode Hall Law School*

As the Lead Faculty, Osgoode commits to including in its strategic planning the development of Nathanson in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities. The Faculty is committed to ensuring that the Centre has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director.

The Centre will continue to use its own allocated office space on the third floor of the Ignat Kaneff building. The Centre has the administrative support of 1 part-time coordinator and its overhead costs are covered by Osgoode. Other relevant resource commitments include access to all of Osgoode's facilities (in kind) such as meeting spaces, rooms and the library.

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of unrestricted overhead funds to be allocated to the ORU. The Faculty's allocation of overhead funds to the centre will use the VPRI model of 75% on contracts and non-Tri Council funding as a guide for consideration.

## **7. PIER**

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

## 8. Appendices

### Appendix A – Proposed Members of the Executive Committee

Barnali Choudhury, Nathanson Centre Director, Chair
Mary Condon, Dean, Osgoode
Saptarishi Bandopadhyay, Osgoode
Palma Paciocco, Osgoode
Valerie de Stefano, Osgoode

# MEMORANDUM

TO: Amir Asif, Vice-President Research & Innovation

CC: Jennifer Hyndman, Associate Vice-President Research  
Rebecca Pillai-Riddell, Associate Vice-President Research

FROM: Mary Condon, Dean

DATE: October 25, 2021

RE: Support for the Nathanson Centre Charter Application

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Dear VPRI Asif,

I am pleased to offer my enthusiastic support for application for Re-Chartering of the Jack & Mae Nathanson Centre on Transnational Human Rights, Crime and Security.

Osgoode Hall Law School will continue to sponsor the Nathanson Centre and commits to hosting it for the next 5 years. The Centre Director will receive course release and stipend amounts as mandated by the Osgoode Hall Faculty Association Collective Agreement. Professor Barnali Choudhury has been appointed as the Director of the Centre, effective July 1, 2021, for a 3-year term, with the possibility of renewal.

Further, the Nathanson Centre has its own allocated office space on the third floor of the Ignat Kaneff building. The Centre has the administrative support of 1 part-time coordinator and its overhead costs are covered by Osgoode. Other relevant resource commitments include access to all of Osgoode's facilities (in kind) for instance, to meeting spaces, rooms and the library.

The Nathanson Centre aligns and advances many areas of our [Strategic Plan 2021-2025](#). One of the Centre's mandates is "... the development and facilitation of a cross-disciplinary programme of research and project initiatives that enhance knowledge of issues related to a variety of transnational phenomena...". The Centre therefore aligns with the strategic key focus area of 'Considering law in local and global contexts'. Under this area, Osgoode aims to provide support for international research collaborations through reinvigorated faculty exchanges and other academic relationships.

The Centre also encourages the development of fundamental and theoretical research programs related to its mandate, as well as dialogue amongst participating researchers. Under its Strategic Plan, Osgoode commits to rigorous academic scholarship and the sustenance and enhancement of an intellectually



vital culture of original scholarship and a foundation for academic inquiry, knowledge sharing and engaged debate. We expect that the Centre will act as a catalyst for research collaborations that may result in applications for research grants. Additionally, the Centre has the aim of advancing justice in alignment with Osgoode's stated objectives.

The above also demonstrates that the Centre meets the criterion in the Senate procedures that it must be "... of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines...". Further, it has established itself as a Centre of excellence which has fostered a Canadian and international research community. The Centre has also become a leading location for the development of transnational normative theory and has run a number of extremely successful seminar series and hosted many esteemed visitors. Ultimately, it is a major player – globally – in its areas of focus.

In conclusion, I am pleased to offer the strong support of Osgoode for the Charter Application of the Nathanson Centre. It is evident that the Centre is an important contributor to the attainment of the strategic objectives of the Law School and to enhancing the reputation of the University as a whole.

Sincerely,

A handwritten signature in blue ink that reads "Mary Condon". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Mary Condon

**The Robarts Centre for Canadian Studies**  
***Le Centre d'études canadiennes Robarts***

**Terms and Expectations**

**2023 - 2028 Charter**

**1. Mandate**

The Robarts Centre for Canadian Studies is a hub for enhancing the scholarly understanding of Canada and of Canada's place in the world. It is an academic community committed to an interdisciplinary, collaborative, and critical approach to the study of Canada. The Centre is an umbrella organization for various theme-based research clusters and projects. It provides research support, enhances research impact, supports student training, and contributes to the external profile of York University in Canada and globally.

**2. Co-Lead Faculties**

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

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

**3. Participating Faculties**

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

#### **4. Board**

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

- a) VPRI (or designate), Chair
- b) Dean (or designate) Faculty of Liberal Arts and Professional Studies, Co-Vice Chair
- c) Principal (or designate), Glendon College, Co-Vice Chair
- d) Dean (or designate), Faculty of Environmental and Urban Change
- e) Dean (or designate), School of the Arts, Media, Performance & Design
- f) Dean (or designate), Faculty of Health
- g) Dean (or designate), Faculty of Education

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

#### **5. Directorship**

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

#### **6. Objectives and Expectations, 2023-2028**

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

Research at the Robarts Centre has been characterized by an increasing diversity of scholarship and inter-Faculty connections that reflect distinct positions from which a mainstream understanding of Canada can be questioned, enriched, and reframed. What unites the academic community at the Robarts Centre is a general commitment to pluralizing and complexifying the study and pedagogy of Canada by putting into context and analyzing current realities, notably through a deep understanding of histories, geographies, cultures, and social, political, and economic processes at play. Informed by the perspectives and priorities of communities themselves, our approach to scholarship is:

(1) **Interdisciplinary:** The Robarts Centre community strives to push the boundaries of knowledge production in the study of Canada by bringing together researchers of various fields with converging interests, and by creating new productive intersections across disciplinary silos.

(2) **Collaborative:** Associates and Fellows are deeply committed to a collective and socially responsible production of knowledge, which requires a long-term view to relationship-building as well as a collegial and accountable approach to scholarship.

(3) **Critical:** Recognizing that Canada is a white settler colonial country and social construction, the Robarts Centre encourages research that is attentive to inequalities, marginalization, silences, and exclusion, to offer a visibly plural understanding of Canada in view of effecting public education and social change.

### *Proposed Research Program*

Given that York University has a very large concentration of Canadian specialists, the Robarts Centre takes a broad approach to defining the study of Canada, beyond usual disciplinary sub-fields such as Canadian history and Canadian politics. Home to various projects and programs, notably nine active research clusters, our community has identified four structuring principles in our approach to research:

#### **1. Knowing Canada through people: Amplifying the voices of groups historically marginalized through structural and systemic oppression**

Robarts Centre Associates and Fellows study Canada through the perspectives of groups that have been historically marginalized through structural and systemic forms of oppression and bring these voices to the mainstream study of Canada, each with distinct relationships to Canadian institutions and related structures. The Robarts Centre community provides heightened visibility to the lived experiences of such groups, with a strong commitment to legitimating and celebrating these perspectives through various artistic productions, languages, gatherings, events, and publications. While Robarts Centre Associates examine Canada as a unitary actor, they also question its homogenous depictions and any unspoken assumptions that reproduce a white settler colonial ethos. They advocate for a renewed study of Canada by engaging with, learning from, and amplifying the perspectives and voices of individuals and groups whose existence make up the various social, economic, and political realities of Canada, including Indigenous peoples, Black Canadians, women and members of the LGBTQIA+ community among others. This approach is key to exploring emerging areas of research interest on collective resilience, historical trauma, climate change, energy and social technologies, and Canadian children and youth.

## **2. Canada on the move: Communities facing change**

Communities are at the forefront of adjusting, opposing, or contributing to how Canada is defined amid change. Whether one looks at the effects of neoliberal restructuring, the ramifications of Supreme Court decisions or the lived consequences of public health guidelines, the Centre facilitates the study of these social, political, and economic transformations through various means, including scientific output, community organizing, and artistic and media representations. To examine these shifts, Associates and Fellows question, confront and bridge conventional assumptions in the field of Canadian Studies with scholarship from various fields including Black Canadian studies, environmental studies, health research, Indigenous studies, Northern studies, and urban studies. The Robarts Centre is taking leadership in redefining what Canadian Studies means and connects scholarship on Canada in innovative ways to examine the current challenges faced by communities.

## **3. Situating Canada in its places: Grounding scholarship and action |**

Associates and Fellows are committed to a critical study of Canada as it relates to the places on which it is built. This includes a study of settler colonialism and Canada's relationships with Indigenous Peoples and traditional territories, its responsibility towards livelihoods and ecosystems, and the plurality of social and cultural landscapes from which Canada is experienced. The Robarts Centre community has a strong research record in place-based and community-oriented knowledge production. For instance, the Centre supports the training of graduate students with emphasis on environmental research and Northern studies. Putting places first is done through various standpoints, including environmental justice, citizen activism and democracy, and Indigenous perspectives, as well as by shedding light on distinct relationships between land, water, air, fauna, flora, and technology.

## **4. Connecting Canada to the world: Myths, praxis, and pedagogy**

Associates and Fellows put Canada in perspective through its political, economic, social, and cultural insertion in broader international dynamics. The study of Canada includes its representations abroad, transnational processes like the activities of Canadian corporations, and comparative research situating Canada's place in the world. The Robarts Centre community is committed to bridging the gap between domestic realities and international understandings of the country by questioning collective myths, by sharing stories on what is unique or similar to other contexts, and by documenting what Canada's complex and varied contributions to the world are. Connected to the world, Associates and Fellows welcome international, transnational and comparative perspectives on Canada, notably on urban and transport infrastructure, migration studies, historical trauma and commemoration, and corporate social responsibility.

### *Anticipated Sources of External Funding*

The Robarts Centre's membership is grounded in the social sciences, humanities, and creative arts. Most external research funding come from the Social Sciences and Humanities Research Council (SSHRC) of Canada and obtaining SSHRC funding for large scale projects and other Tri-Council funds will remain a key goal in the coming years. The Centre uses its own endowment money and cost recoveries on external funding sources to fund emerging research projects at York and encourage the development of new, larger funding applications. We also anticipate accessing external funding from other sources:

- **Other funding agencies:** Faculty Associates have identified the following sources in supporting their research in the coming years: the Asia Pacific Foundation of Canada; Associated Medical Services; Canadian Institutes of Health Research; the Council for the Arts; the Federation of Canadian Municipalities; Canadian Heritage; International Development Research Centre; the McConnell Family Foundation; National Geographic Society; and Polar Knowledge Canada.
- **External private donations:** The Centre has had some success in securing private donations to support specific initiatives, notably student awards and visiting fellowships. In collaboration with Advancement, the Robarts Centre has successfully held a fundraising campaign for a best doctoral dissertation award, which offers a sustainable model to develop similar prizes or support small scale initiatives. We will continue to work with Advancement to realize these goals.
- **The Northern Studies Training Program (NSTP):** As York's main connection to Canadian public funding for Northern Studies, the Centre is committed to continuing its relationship to the Association of Canadian Universities for Northern Studies (ACUNS) and applying annually to Polar Knowledge Canada to obtain the funding necessary for student fieldwork in the North.

### *Plan for Enhancing the Training Environment*

The Robarts Centre offers an intellectual and physical space where undergraduate and graduate students can find a community of Canadianists from various disciplines and fields. Besides welcoming students to workshops, lectures and events, the Centre also provides opportunities for professional development and funding. Undergraduate students interested in Canadian Studies can join the Robarts Centre Fellows and be involved in *Contemporary Kanata*, while graduate students can be involved in the annual graduate student conference, publish in *Canada Watch*, or apply to the NSTP for fieldwork funding. Other events, activities, and skill development opportunities are developed, sponsored, or hosted upon request. The Centre also connects students to

institutional partners like the Canadian Studies Network, it adjudicates student essay competitions, including the *Odessa Prize for the Study of Canada* at the undergraduate level and the *Barbara Godard Award for the Best Doctoral Dissertation*, and it manages the University’s essay nominations to the Canadian Studies Network (undergraduate, Master, and doctoral levels). For post-doctoral fellows specifically, the Robarts Centre offers office space, it helps with network-building, external funding applications, and research dissemination.

*Plan for engaging in knowledge transfer or knowledge mobilization*

The Robarts Centre maintains a website which serves as a focal point for accessing Canadian expertise at York, including a series of recorded lectures and publications. Constantly updated, the website links to the profiles of Associates and Fellows, sponsored research projects and community partners’ websites. The Centre continues to expand its reach through various email distribution lists and an online presence (Facebook, Twitter, and YouTube). These channels are used to communicate research news and events to diverse audiences. With *Contemporary Kanata, Reflections on Research* and *Canada Watch*, the Robarts Centre contributes to research dissemination by providing visibility to the scholarship conducted through the Centre and to its researchers. Moreover, knowledge mobilization takes the forms of major community-based events, workshops, and conferences hosted, sponsored or organized by the Centre. The Robarts Centre will also continue to maintain longstanding relationships with key partners in support of community-oriented knowledge mobilization, including the Avie Bennett Historica Chair in Canadian History and the Canadian Language Museum.

*Expectations, Projected Deliverables and Evaluation Metrics*

**Governance, Community and Financial Sustainability**

<b><i>Expectations</i></b>	<b><i>Deliverables</i></b>	<b><i>Evaluation Metrics</i></b>
Diverse sectors engaged with the Robarts Centre governance	Get Executive Committee members from different units and Faculties; a more representative Board, feedback from Council of Members; and ongoing consultations and initiatives with Distinguished Fellows.	Number of Executive Committee meetings, Board meetings and Council of Members meetings  Number of Distinguished Fellows, and number of consultations and initiatives  Governance rules,  Executive Committee and Board reflecting a better representation of current practice

<b><i>Expectations</i></b>	<b><i>Deliverables</i></b>	<b><i>Evaluation Metrics</i></b>
Increase financial self-sufficiency	<p>Secure private donations for student awards and professional development opportunities</p> <p>Explore endowment/naming opportunities</p> <p>Undertake/manage externally funded, large-scale projects, including some with unrestricted overheads, if possible</p>	<p>Number/size of private donations and endowments</p> <p>Number/value of student awards</p> <p>Number/value of externally funded large-scale projects managed through the Centre</p> <p>Annual value of unrestricted overheads generated and cost recoveries</p> <p>Value of overheads generated in relevant cluster, project or initiative</p>
Represent York’s community of researchers who study Canada and Canada’s place in the world	<p>Reach out to faculty and students to draw in new Associates and reconnect with less active Associates</p> <p>Enhance the visibility of the scholarship of Associates and Fellows</p> <p>Provide networking opportunities for Associates and Fellows</p>	<p>Membership size/diversity across Faculties and outreach</p> <p>Number of new/reconnecting members involved in research clusters, applying for funding, or organizing activities</p> <p>Number of opportunities given to Associates to make their work visible and connect to new audiences</p> <p>Number/impact of Robarts Centre publications and recordings focusing on the work of Associates and Fellows</p> <p>Number/impact of dissemination tools</p> <p>Number of connections made and maintained with outside academic and non-academic partners</p>



## Research Support

<i>Expectations</i>	<i>Deliverables</i>	<i>Metrics</i>
Support the development and submission of external research grants	<p>Support applications to Tri-Council programs and other external funding agencies</p> <p>Help Associates to develop and support large collaborative projects</p>	<p>Number/value of grants applications submitted/administered</p> <p>Number/value/funds allocated to supporting large collaborative project development, including through research clusters</p>
<p>Support and disseminate York research on Canada</p> <p>Advocate for recruitment priorities in areas of Canadian Studies research</p>	<p>Facilitate high quality/innovative publications, exhibits and performances of Associates and Fellows</p> <p>Provide additional dissemination opportunities to Associates and Fellows</p> <p>Support to hiring priorities of Faculties, especially support to post-doctoral fellows and emerging scholars</p>	<p>Number of publications, exhibits and performances developed with support from the Robarts Centre</p> <p>Number of venues/networks through which publications, exhibits and performances supporting by the Robarts Centre are promoted</p> <p>Number/reach/size/funds allocated to the development of dissemination opportunities for Associates and Fellows</p> <p>Number of post-doctoral fellows and emerging scholars supported by the Robarts Centre</p> <p>Space/number of professional development opportunities dedicated to post-doctoral fellows and emerging scholars</p>

## Intellectual Exchange

<i>Expectations</i>	<i>Deliverables</i>	<i>Evaluation Metrics</i>
Venue for scholarly exchange, discussions, and collaborations	Organize lectures, workshops, debates, conferences, exhibits, and ad hoc events	Number/reach/size/funds allocated to lectures, workshops, debates, conferences, exhibits and events organized/sponsored

<b><i>Expectations</i></b>	<b><i>Deliverables</i></b>	<b><i>Evaluation Metrics</i></b>
	<p>Support active/innovative research clusters and long-term research projects</p> <p>Host Visiting Fellows and research collaborators</p>	<p>Level of attendance at lectures, debates, workshops, conferences, exhibits, and number of partners/sponsors</p> <p>Number of activities/members of research cluster activities, and number of community partners</p> <p>Number of Visiting Fellows and research collaborators</p> <p>Publications, recordings, and outputs resulting from, research cluster activities and collaborative visits</p>

**Student Training**

<b><i>Expectations</i></b>	<b><i>Deliverables</i></b>	<b><i>Evaluation Metrics</i></b>
Support York graduate student training and research in their study of Canada	<p>Host/expand graduate student training initiatives, including professional development opportunities</p> <p>Provide financial support for fieldwork, dissertation awards and other initiatives</p> <p>Supply research space to York graduate students</p>	<p>Number/size/reach/funds allocated of grad. student training initiatives, including annual student conference</p> <p>Number/value of student financial support for fieldwork, dissertations, and other initiatives (NSTP, Godard, Odessa)</p> <p>Number of student dissertations submitted to internal awards/winning national and international competitions</p> <p>Amount of research space and number of students actively using it</p>
Engage York undergraduate students in research on Canada and Canada’s place in the world	<p>Support research presentations and performances in undergraduate classes</p> <p>Adjudicate best undergraduate student essay in the study of Canada</p>	<p>Number/size/reach/funds allocated to research events in undergraduate classes</p> <p>Number of student essays submitted to internal</p>

<b>Expectations</b>	<b>Deliverables</b>	<b>Evaluation Metrics</b>
	<p>Host/manage the Robarts Centre Fellows, and ad hoc activities</p> <p>Publish/support undergraduate journal <i>Contemporary Kanata</i></p>	<p>award/winning national and international competitions</p> <p>Number/size/reach/funds allocated to undergraduate student initiatives, either through the Robarts Centre Fellows or other activities, including sponsored events</p> <p>Number of issues/size/funds allocated to supporting <i>Contemporary Kanata</i></p>

**Knowledge Mobilization**

<b>Expectations</b>	<b>Deliverables</b>	<b>Evaluation Metrics</b>
<p>Mobilize research to foster public awareness on key issues in the study of Canada</p>	<p>Off-campus, collaborative, community- based events in GTA, in Canada and abroad</p> <p>Help disseminate the work of Associates and Fellows in key networks and communities, from the local to the international</p> <p>Publish open-access resources to promote York research on Canada</p>	<p>Number/size/reach/funds allocated to off-campus events</p> <p>Number/quality of collaborations with community partners at different scales</p> <p>Number/size/funds allocated to opportunities for Associates and Fellows to access outside networks (institutional memberships, joint initiatives, and formal partnerships)</p> <p>Number of online publications and recording publicly available</p> <p>Number of website hits/number of connections over social media</p>

**7. Resource Commitments**

*From VPRI's Office*

The Office of the VPRI will ensure the Robarts Centre has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications, notification of international and national research opportunities, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. The VPRI will

support the Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on the Centre's identified needs.

Given the Robarts Centre's endowment, funding from that source will continue to ensure its self-sufficiency, and the Robarts Centre will receive interest allocations from this endowment as per university policy. The VPRI will fund a) one Director course release, and stipend and benefits as mandated by the YUFA Collective agreement b) \$2000 discretionary operating funds. The Robarts Centre will continue to ensure that their unused payouts from the endowment flow to the operating funds rather than build the capital balance of the endowment. In the normal course, the Robarts Centre is expected to use surplus carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any additional financial support provided for core operating resources must be used wherever possible as matching support to assist Faculty Associates of the Centre in attracting external funding, which may include supporting staffing needs for post-award support.

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

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

Space allocation may also be adjusted based on the progress and needs of the Robarts Centre, availability of space, and overall institutional space demands.

### *Co-Lead and Participating Faculties*

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

### **8. PIER**

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

### **Appendices**

#### Appendix A – Proposed Members of the Executive Committee

<b><i>Faculty Members</i></b>
Cheryl Cowdy, Humanities, LA&PS
Mario Di Paolantonio, Faculty of Education
Anna Hudson, Visual Art & Art History, AMPD
Laura Kwak, Social Science, LA&PS
Abril Liberatori, History, LA&PS
Stephanie Martin, Music, AMPD
Laura McKinnon, Biology, Glendon College
Marina Morrow, Health Policy & Management, Faculty of Health
Tameka Samuels-Jones, School of Administrative Studies, LA&PS
Joshua Thienpont, Geography, EUC
<b><i>Research Associates</i></b>
Dominik Fromanowicz, Graduate Student Representative
Rebecca Lazarenko, Graduate Student Representative
Kate Reid, Post-Doctoral Representative
<b><i>Ex Officio</i></b>
Jean Michel Montsion, Director
Gabrielle Slowey, Former Director
Laura Taman, Coordinator
Michael Barutciski, Canadian Studies Program, Glendon College
Andrea Davis, Black Canadian Studies Certificate, Humanities, LA&PS

Appendix B – Robarts Distinguished Fellows (Advisory Role)

<b><i>Current Members</i></b>
Alexandre Brassard, Dean of Arts and Sciences, Université de Saint-Boniface
Lorna Marsden, former Canadian Senator and President Emerita of York University
Jai Parasram, former senior journalist at the Canadian Broadcasting Corporation
Irvin Studin, President of the Institute for 21 <sup>st</sup> Century Questions and Editor-in-Chief of Global Brief Magazine
<b><i>Proposed Additional Members</i></b>
Sheryl Lightfoot, Member on the UN Expert Mechanism on the Rights of Indigenous Peoples
Tony Penikett, former Premier of the Yukon
Pamela Thomson, former Justice, Ontario Court of Justice

October 15, 2021

**SCHOOL OF THE  
ARTS, MEDIA,  
PERFORMANCE &  
DESIGN**

**Office of the Dean**

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Amir Asif, Ph.D.  
Vice-President, Research & Innovation

Jennifer Hyndman, Ph.D.  
Associate Vice-President, Research & Innovation

Rebecca Pillai Riddell, Ph.D.  
Associate Vice-President, Research & Innovation

74 York Blvd, Kaneff Tower  
York University

Dear Dr. Asif, Dr. Hyndman & Dr. Pillai Riddell,

I am pleased to confirm AMPD's support for the Robarts Centre for Canadian Studies, led by Professor Jean Michel Montsion, as a participating Faculty in the ORU. There are currently ten faculty members from AMPD who are affiliated with Robarts. Reviewing the associated faculty profiles, it is clear that their participation in Robarts has a significant impact on their professional development and has furthered the engagement of faculty and students from AMPD. Most notably, Dr. Anna Hudson (a former Robarts Acting Chair) and Dr. Stephanie Martin hold leadership roles through the Executive Committee. Dr. Laura Levin, Associate Dean of Research, is a member of Robarts' Internal Board. AMPD faculty will continue to promote the ORU throughout their networks of graduate students, help to attract fellow faculty members and participate in the creation and dissemination of research.

Through these current affiliated faculty and potential future partners, AMPD is committed to supporting the ongoing development of Robarts. Our participation will include, but is not limited to: co-sponsorship of events focused on the arts and media in Canada; support for and promotion of AMPD faculty research projects through Robarts and within AMPD; collaboration with AMPD's ORU, Sensorium, and the exploration of future project funding opportunities through joint grant applications.

The Robarts Centre for Canadian Studies continues to be an essential collaborator and resource for our faculty and graduate student research. AMPD faculty have benefitted tremendously from Robarts through the ORU's support for SSHRC Partnership Grants - most notably, Dr. Anna Hudson's Mobilizing Inuit Cultural Heritage (MICH). With the support of Robarts, the project was a success and Dr. Hudson will be moving forward with two new Northern research projects, both of which are anticipated be hosted by the ORU. Moreover, AMPD is eager to continue to partner with Robarts on groundbreaking Canadian research.



AMPD's 2020-2025 Strategic Plan overlaps with three related areas to Robarts: prioritization and support for insitutional research and innovative collaboration across the University and disciplines; critical reflection on the self in relation to community with regards to place-based, community-oriented knowledge and pedgogy; and the relationship between those at the edge and those in the centre of art making, knowledge and cultural practice. Recognition of the diversity and complexity of Canadian culture through thoughtful interdisicplinary research frameworks is what AMPD hopes to champion in partnership with Robarts.

Therefore, on behalf of AMPD, I enthusiastically support the re-chartering of the Robarts Centre for Canadian Studies and look forward to continued future collaborations.

Sincerely,

A handwritten signature in blue ink that reads "S. Bay-Cheng". The signature is written in a cursive, fluid style.

Sara Bay-Cheng, Ph.D.  
Dean, School of the Arts, Media, Performance & Design  
York University






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EDUCATION

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## Memo

To: Amir Asif, Vice-President Research and Innovation  
From: Robert Savage, Dean   
Date: October 27, 2021

Subject: Re-chartering of the Robarts Centre for Canadian Studies

The Faculty of Education lends its enthusiastic support to the Re-chartering application by the Robarts Centre for Canadian Studies. The Robarts Centre is applying to remain an Institutional Organized Research Unit (ORU) for the period 2022-2027. We endorse this application to enhance York University's longstanding dedication to the broad area of Canadian Studies. Researchers with great expertise in the study of the country can be found in almost all the faculties at York University. The Faculty of Education, by definition, includes many scholars with strong research interests on Canada. We train future educators, most of whom pursue careers in the Canadian school system, and we recognize how essential it is to have a strong basis in the history, culture, geography and politics of the country for our students and colleagues.

The Robarts Centre shares the values put forth in the Faculty of Education's strategic plan in its commitment to diversity of research and scholarship, interdisciplinary collaboration, and advocacy, public outreach, and justice. The Centre contributes knowledge of Canadian culture and society that supports the Faculty's ongoing goal to addressing and responding to social issues and problems through educational orientations. Robarts' research priorities on Black Canada, Borealis, CIVIS: Urban Governance and Citizenship, Critical Perspectives on Mental Health, Environmental Research Group, History of Indigenous Peoples Network, Le Canada Francophone, Mobilizing Inuit Cultural Heritage, and Women and Inclusivity in Sustainable Energy Research Network align with the work of many scholars in the Faculty of Education. Increased collaboration between the Centre and the Faculty of Education can generate educational approaches to these priorities.

Faculty of Education colleagues play a key role in assisting and directing the work of the Robarts Centre. Prof. Warren Crichlow teaches undergraduate and graduate level courses in areas of social foundations, cultural studies, anti-Black racism and education. He served on the Robarts Executive Committee, and has helped convene the "Black Canada" research cluster. Prof. Mario Di Paolantonio is a Faculty Associate at the Robarts Centre. His international award-winning research explores how memorial-artistic practices are

employed to pedagogically address historical wrongs and promote a more just society. Faculty Associate Celia Haig-Brown's major research interests are based in work with Indigenous communities, nationally and internationally including areas such as (De)colonizing research and practice, Critical ethnography, Critical/feminist pedagogy, Learning from place, as well as Adult and community education. Faculty Associate Muriel Peguret is a member of the research group on Francophone Canada, Francophile Canada, and the Study of Canada in French. Her research focuses on post-immersion pedagogy and the common European Framework of reference for languages. Other colleagues in the Faculty who are listed as Associates of the Centre include Gabrielle Moser, an art historian, writer, and independent curator, Aparna Mishra Tarc, who seeks to foster more imaginative and responsive modes of living, learning and relating to others as well as to develop committed and justice seeking pedagogical interventions and practices, and Roopa Desai Trilokekar, whose research interests focus on government policy in the internalization of Canadian higher education, student experiential learning, and internationalizing pre-service teacher education. Beyond these individuals, other Education colleagues and students participate in Centre events and initiatives.

Since 2011, some of the Centre's research activities have been channeled through "research clusters." The following topics provide a focus for collegial discussion and debate at Robarts: Black Canada, Borealis, CIVIS: Urban Governance and Citizenship, Critical Perspectives on Mental Health, Environmental Research Group, History of Indigenous Peoples Network, Le Canada Francophone, Mobilizing Inuit Cultural Heritage, and Women and Inclusivity in Sustainable Energy Research Network. Together these clusters offer a generative intellectual home for many researchers in the Faculty of Education.

The Faculty of Education supports the goals of the Centre. In addition to collegial representation on the Robarts as Faculty Associates, Education will provide a representative to the Board to help review the activities and plans of the Centre on an annual basis.

We look forward to the Re-chartering of the Robarts Centre as a key research unit dedicated to enhancing the profile of a wide range of research on Canada at York University. The Centre is a hub for Canadian research that produces and mobilizes knowledge in all sites of public education.

**Philip Kelly**

Associate Dean, Research,  
Graduate and Global Affairs

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October 15th, 2021

Dr Amir Asif  
Vice-President Research and Innovation  
York University.

Dear Amir,

On behalf of the Faculty of Environmental and Urban Change (EUC), I am pleased to offer our enthusiastic support as a participating faculty in the renewed charter for the Robarts Centre for Canadian Studies.

EUC researchers have been consistently engaged with Robarts and have found it to be a valuable home for their research projects and academic exchanges. Over the course of the last charter, Professor Christina Hoicka ran several projects through the centre, including a local chapter of the WISER (Women and Inclusivity in Sustainable Energy Research) network. More recently, Professor Patricia Wood has joined the centre's executive committee and is leading a new research cluster on Urban Governance and Citizenship.

We have also welcomed the role played by Robarts in supporting graduate students from our programs in Geography and Environmental Studies. Indeed, PhD students from these two programs have been recognized by Robarts for three out of the last four years (2017-2020) with the Barbara Godard Prize for the Best Dissertation in Canadian Studies. Our students have also been engaged through the leadership and funding provide by Robarts in Northern Studies. The forthcoming ACUNS (Association of Canadian Universities for Northern Studies) student conference, for example, is being led by two PhD students in Geography and is being supported by Robarts. The Northern Studies Training Program awards administered by Robarts have also been an important source of support for our students over the years.

There are several aspects of the strategic vision for Robarts in its new charter that are consonant with the needs and interests of researchers at EUC. First, the proposed research theme that places land and landscape at the forefront of research on Canada is very much aligned with research themes at EUC and will generate interest among our faculty and students. Second, we have defined a strategic vision for EUC that emphasizes diverse global forms of knowledge and citizenship – and so the proposed focus at Robarts on global scholarly engagement for the study of Canada is very welcome. Third, EUC has a significant cluster of researchers and projects focused on Indigenous environmental justice and Indigenous arts, philosophies and languages in relation to the natural world. The substantive focus of Robarts in this area is therefore also welcome, although obviously there is overlap with the new Centre for Indigenous Knowledges and Languages. Lastly, and from a more practical point of view, as a small faculty we very much welcome the possibilities for post-award support and for university-wide connections and collaborations that are created by Robarts.

Yours sincerely,



Philip Kelly,  
Associate Dean for Research, Graduate and Global Affairs, EUC



October 12, 2021

Re: Robarts Centre for Canadian Studies – Supporting Faculty

**FACULTY OF  
HEALTH**

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Dear Reviewers,

The Faculty of Health agrees to be one of the supporting faculties for the re-chartering of the Robarts Centre for Canadian Studies Institutional Organized Research Unit (ORU). This ORU brings together researchers and trainees at York across 9 research themes and clusters, including the *Critical Perspectives on Mental Health/Mad Studies* (CPM) cluster. This theme is well-aligned with the Faculty of Health's strategic vision, and we fully support and encourage the participation of Health researchers in this ORU.

Initiated in 2018, this research cluster was established in recognition of York's position as a leading hub for CPM research, and the growing need to provide a place on campus for these scholars and their graduate students to engage in meaningful dialogue. Members of the Faculty of Health have been integrally involved in the establishment and leadership of the CPM cluster which has quickly grown to involve faculty from across the University. Indeed, six of the eleven core members of this cluster are from the Faculty of Health (with representation from SHPM, Nursing and Psychology), with Faculty of Health faculty and graduate students taking on key organizing roles. Activities of the Centre, and the CPM cluster are integral to creating opportunities for inter-disciplinary research partnerships, inter-disciplinary student mentorship, and innovative, community-engaged knowledge mobilization. Of particular note, the Centre has provided support to the Madness Canada / Folie Canada website and associated projects and worked with partners to be a voice for mental health advocacy within the local community. It has also played a supportive role to York's Mental Health Strategy, and as such, activities of the Centre are well-aligned with the Vision and Mandate of the Faculty of Health.

Beyond the many formal CPM-related activities and collaborations established to date, the Centre has recently undertaken efforts to build its membership and profile – and to help build capacity for collaborative funding applications and publications of Centre researchers - through a series of networking and community consultations in this area. This includes both virtual events, and featured papers in the Robarts Centre publication, *Canada Watch*, including an upcoming CPM-focused edition on the theme of racialization and mental health. Given that the Faculty of Health has critical mental health researchers across its programs – SHPM, Psychology, Global Health, Kinesiology and Nursing, I expect that other researchers in the Faculty will continue to seek out opportunities to participate and take leadership in the Centre. There is already good evidence that the CPM cluster has strengthened networking, collaboration, and KMB activities amongst



scholars and graduate students in the Faculty of Health. One result of the cluster activities has been a collaborative successful AIF grant that involves Faculty of Health co-investigators and graduate students, and the linking of highly qualified professionals / trainees to research opportunities on existing Faculty grants.

With the ongoing events of the cluster and the launch of the *Canada Watch* publication, it is anticipated that many more faculty and graduate students in the Faculty of Health will become aware of cluster activities and avail themselves of the support that the cluster provides in building research capacity in this important and growing field. The Faculty of Health is in full support of the re-chartering application of the Centre.

Sincerely,

A handwritten signature in blue ink, appearing to read 'P. McDonald'.

Paul W. McDonald, PhD, FRSPH, FCAHS  
Dean, Faculty of Health

October 15, 2021

FACULTY OF  
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Professor Amir Asif  
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Professor Jennifer Hyndman  
Associate Vice President Research  
York University  
509 Kaneff Tower

Professor Rebecca Pillai Riddell  
Associate Vice President Research  
York University  
509 Kaneff Tower

Dear Professors:

**RE: Faculty of Liberal Arts & Professional Studies, Letter in Support of the Robarts  
Centre for Canadian Studies**

On behalf of the Faculty of Liberal Arts & Professional Studies it is my pleasure to provide this letter in strong support of the re-chartering of the Robarts Centre for Canadian Studies. Robarts is a leading institute in Canadian Studies, and brings great visibility to a diverse range of research programs at York. It is one of York's most established Centres and enjoys strong participation across the University. During the next 5-year period, LA&PS is committed to approving the collective agreement mandated course release for the Director, in the event that person is recruited from the Faculty.

LA&PS has a long-standing commitment to the Centre, and it has been led for much of its existence by faculty members in LA&PS (and its antecedents). Of the proposed members and associates, a great number are from LA&PS, including three out of the nine Executive Committee members. LA&PS will be pleased to be the Co-Lead Faculty for the next Charter period, in collaboration with our colleagues at Glendon College. LA&PS will cooperate closely with Robarts whenever our faculty members' research takes place in the Centre, ensuring access to the range of research and internationalization support programs that we provide.

Robarts integrates the diverse approaches to Canadian Studies research taking place inside the University while acting as a hub and connector outside it, through its Visiting Professorship and Visiting Fellows programs, its scholarly and cultural networks of Canadianists, and a long tradition of outward-facing activities like *Canada Watch* and the many exhibits, workshops and activities it supports beyond York. This is also visible in its long contribution to the main international scholarly network in the field, the International Council for Canadian Studies, with Robarts soon to become the host for the ICCS Secretariat.

The Centre also has a good record of attracting external research funding, particularly beyond SSHRC, as well as both a strong history of private donations and potential to do more. The plan for future funding is realistic and diverse, clearly mindful of the limitations of



SSHRC funding in supporting operating costs.

LA&PS notes the framing of the new Charter and welcomes the four “structuring principles” which will shape Robarts over the next five years. As the proposal notes, the range of Canadian Studies research at Robarts has always been diverse, with a unique set of internal clusters that gather Canadianists across the University. The four new principles therefore have a promising potential for integrating these diverse strengths in new ways, and resonate with the deep commitments of our Faculty to research that informs meaningful change to our society, grounded in responsibility to our own territories and in partnership with marginalized communities. Principle 4 is also notable and timely, in enabling Robarts to play a leading role in the intellectual re-imagination of Canada, and we look forward to seeing that research program develop as well.

The internal clusters have always been dynamic and will surely remain so. The recent launch of the Centre for Indigenous Knowledges and Languages creates an opportunity to reimagine the Indigenous Issues cluster, and the CIVIS and Black Canada clusters present continued opportunities for collaboration with the City Institute and Tubman respectively. A recent and growing interest in inter-ORU collaboration is therefore very timely and we look forward to VPRI’s leadership in harnessing these possibilities. In the case of the Black Canada cluster, an interest in the development of formal academic programs in Black Studies at both undergraduate and graduate level, creates possibilities for building on Robarts’ existing contributions to research training in this area.

Furthermore, LA&PS has an interest in supporting research *en français* in our Faculty and our francophone faculty members’ research programs. We have had initial conversations with Glendon College about ways we might collaborate in advancing that goal. Robarts has a long-standing commitment to this work through its *Le Canada francophone, francophile et en français* cluster. And we have also opened discussions with the Director as well, making the addition of Glendon College as a Co-Leading Faculty is especially timely.

To conclude, the Faculty of Liberal Arts & Professional Studies is quite confident that the Robarts Centre for Canadian Studies has met and will continue to meet the highest academic standards and has set achievable goals for the next charter period. We fully support its rechartering.

Sincerely,



Ravi de Costa  
Associate Dean, Research & Graduate Studies

cc: Tiffany Pollock, ORU Research Manager



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15 October 2021

Vice-President, Research and Innovation Prof. Amir Asif ([vpri@yorku.ca](mailto:vpri@yorku.ca))

Re: Rechartering of the Robarts Centre for Canadian Studies

Dear Vice-President Asif,

This letter confirms Glendon's support for the rechartering application of the Robarts Centre for Canadian Studies (CRS). We consider this rechartering a new phase in the evolution of the Centre, and we are very pleased to become officially a co-sponsoring faculty.

As the rechartering documentation makes clear, the Robarts has made excellent strides in establishing itself as an international hub for research on Canada from a variety of perspectives, including Indigenous history, migration, the Arctic, Black Canada, Francophone Canada, and mental health. The Robarts Centre has become an important resource for Glendon faculty members and students. The broad range of fields supported by the Robarts Centre touch on all the priorities of Glendon Strategic Research Plan: linguistic diversity and language pedagogy, cultural contact, including migration and refugee studies, social justice and ethics, economic activity and the greater good, implications of the connected virtual world, environmental knowledge and activism, and fundamental research on theories of society.

Glendon faculty research within and across many different fields relevant to the full understanding of the country in its international context, including history, political science, sociology, English, French, translation, gender and women's studies, economics, international studies and Indigenous studies.

As Glendon has the sole remaining undergraduate program in Canadian Studies at York University, we see that the Robarts Centre will provide excellent experiential opportunities for our undergraduate students. We would like to highlight the work of Glendon students in launching, with the support of the Robarts Centre, the student-run journal, Contemporary Kanata, in 2021.





We also see further opportunities to develop even closer ties with our graduate programs: Translation, Études françaises et francophones, and Public and International Affairs.

While we understand that the Robarts Centre will maintain its office space in the Kaneff Tower, as a co-sponsoring faculty, we will make space available to associates of the Centre on the Glendon campus for events or meetings. We will facilitate and coordinate events or programs of mutual interest. We will advertise Robarts Centre activities among the Glendon community and encourage faculty, undergraduate and graduate students to participate in the activities they run.

Glendon commits to approving the course release mandated by the YUFA Collective Agreement for a director whose institutional home is in this faculty.

Sincerely,



Marco Fiola

Principal  
Glendon College, York University

cc: Prof. Jennifer Hyndman, Associate VPRI, [jhyndman@yorku.ca](mailto:jhyndman@yorku.ca)  
Prof. Rebecca Pillai-Riddell, Associate VPRI, [rpr@yorku.ca](mailto:rpr@yorku.ca)  
Prof. Jean Michel Montsion, Director, Robarts Centre of Canadian Studies, [jmmontsion@glendon.yorku.ca](mailto:jmmontsion@glendon.yorku.ca)  
Prof. Colin Coates, Associate Principal, Research, Glendon, [aprgs@yorku.ca](mailto:aprgs@yorku.ca)  
Tiffany Pollock, ORU Research Manager, [tpoll@yorku.ca](mailto:tpoll@yorku.ca)



# Complement & Enrolment Update

Senate | November 24, 2022

LISA PHILIPPS, PROVOST & VICE- PRESIDENT  
ACADEMIC

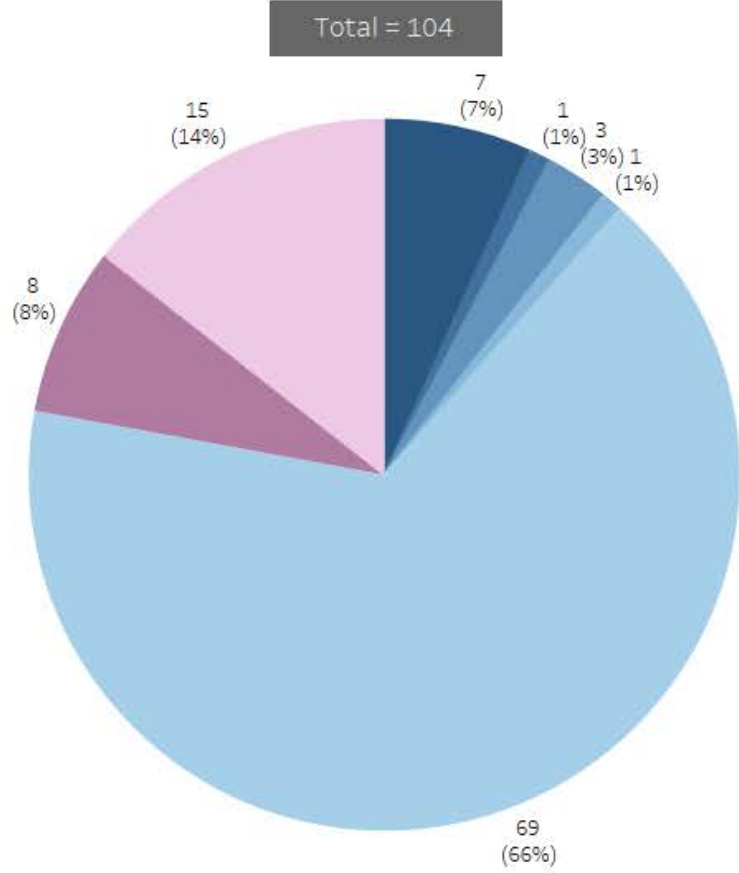


# Complement Update Tenure Track Appointments Starting 2022-2023

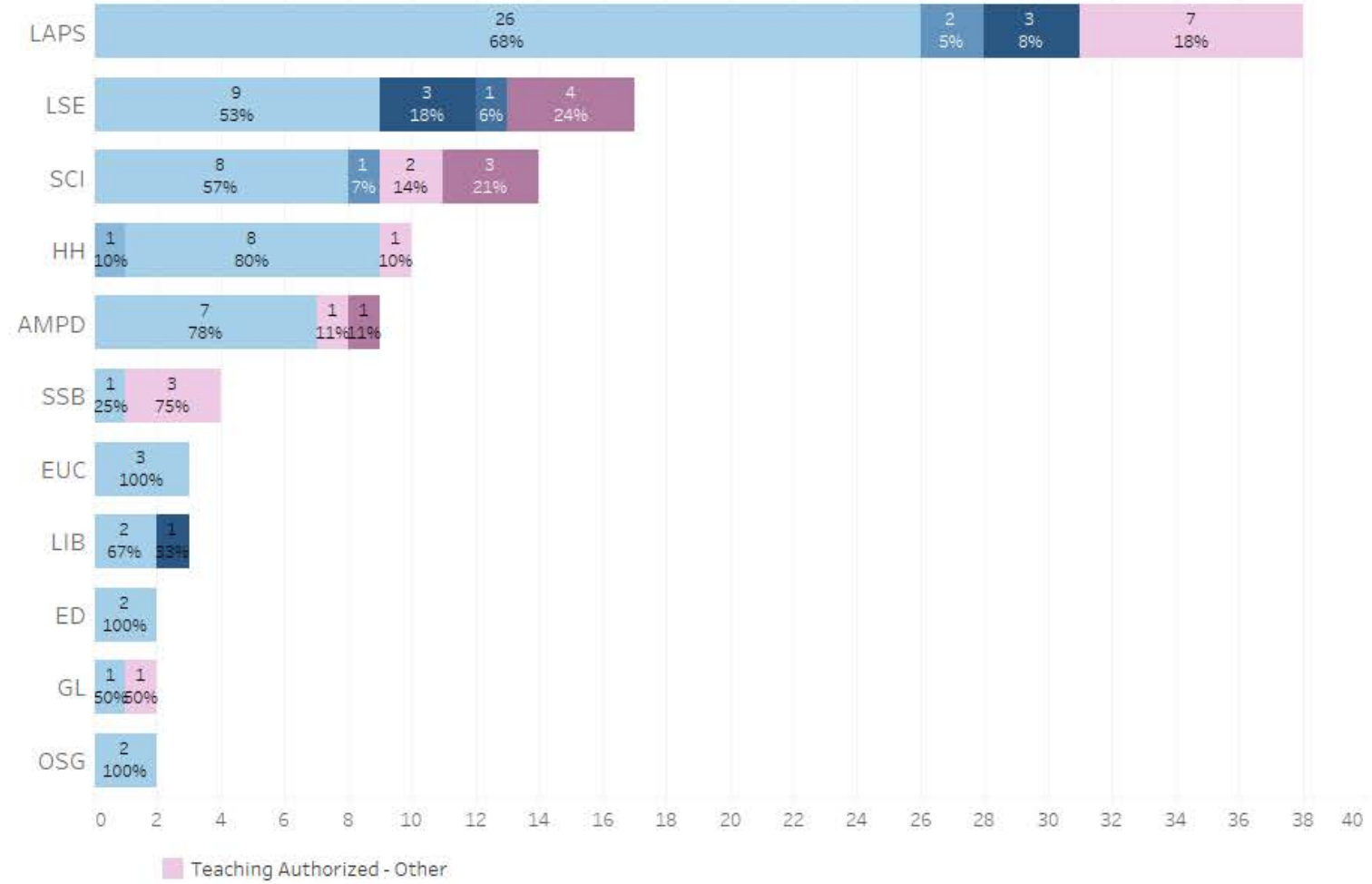


## Searches Authorized for Tenure Track Appointments to Start 2022-23

**Institutional**  
22-23 Authorized Appointments: Professorial vs Teaching



**By Faculty**  
22-23 Authorized Appointments: Professorial vs Teaching

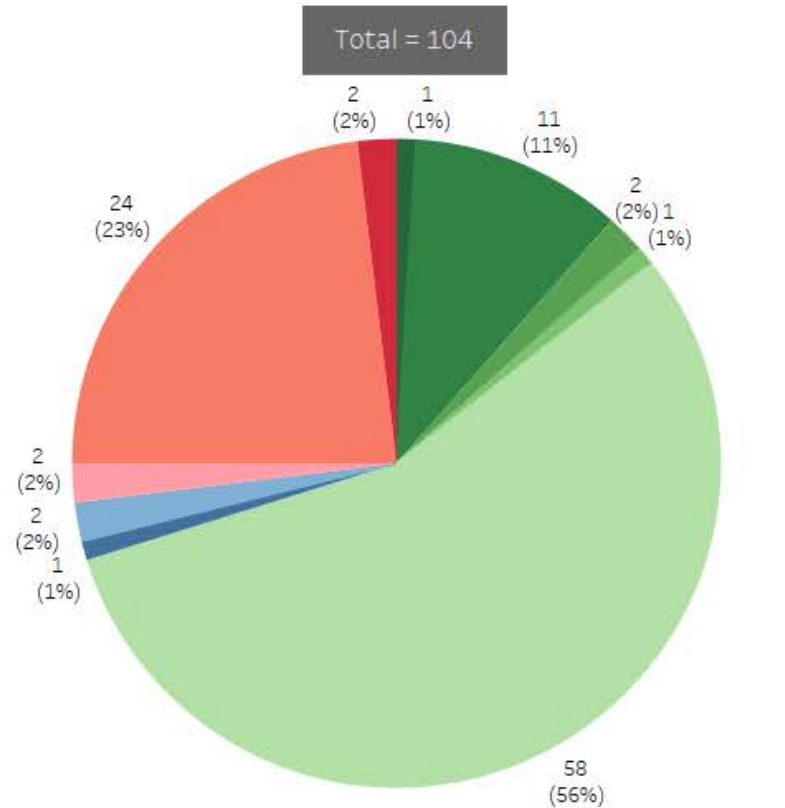


- Professorial Authorized - Markham
- Professorial Authorized - VISTA
- Professorial Authorized - CRC
- Professorial Authorized - Other
- Professorial Authorized - ORC/Markham
- Teaching Authorized - Markham
- Teaching Authorized - Other

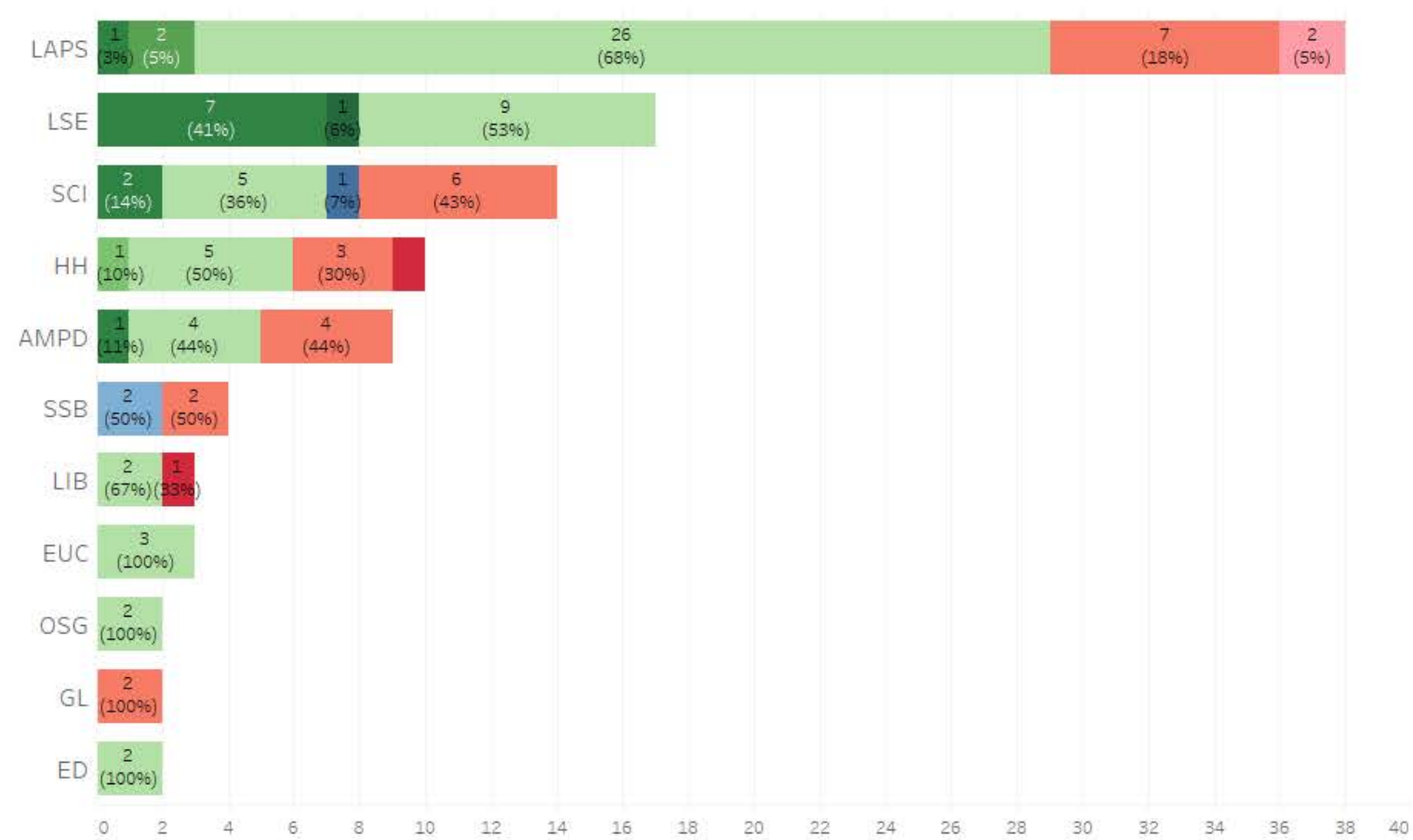
Note: ORC - Ontario Research Chair

# Status of 2022-23 Tenure Track Appointments (as of Nov 1, 2022)

Institutional Status of Appointments



By Faculty Status of Appointments

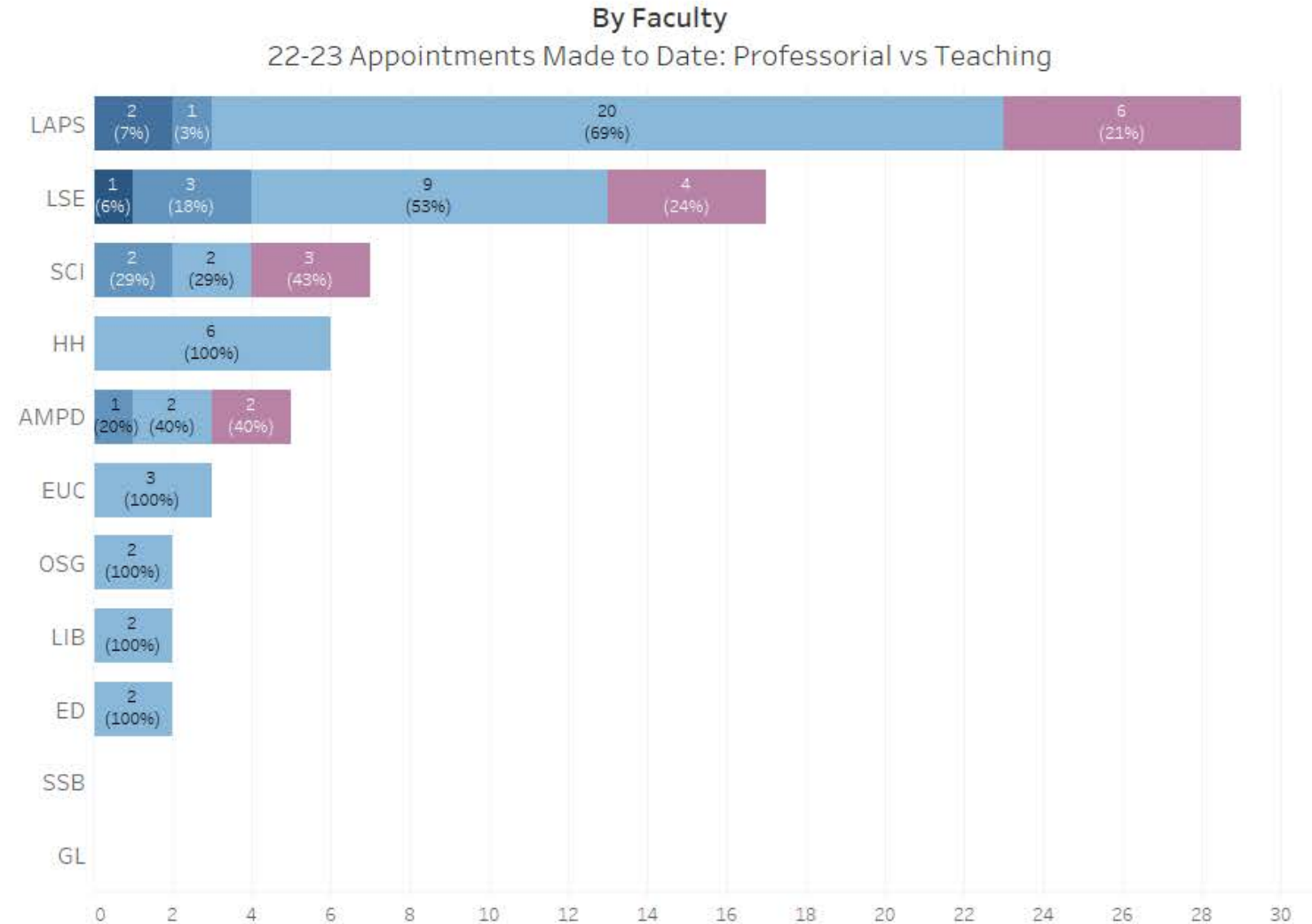
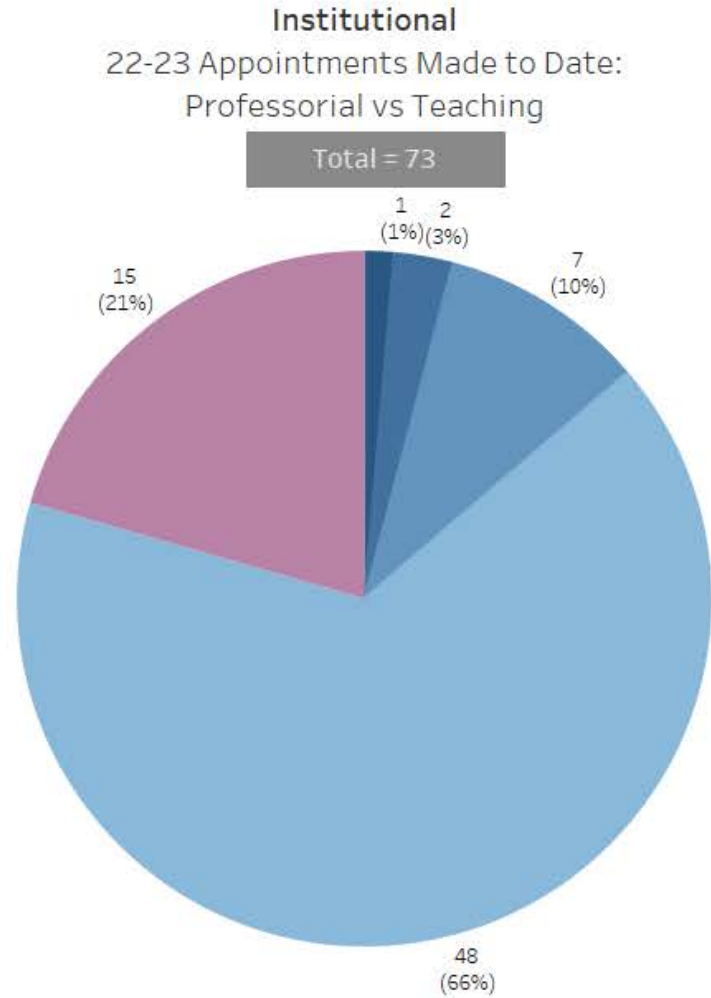


- Made to Date - CRC
- Made to Date - Markham
- Made to Date - ORC/Markham
- Made to Date - VISTA
- Made to Date - Other
- In Progress - ORC/Markham

- In Progress - Other
- Searches on hold, delayed or cancelled
- Searches failed to date - Markham
- Searches failed to date - Other

Note: 'Searches on hold, delayed, or cancelled' include 2 rolled over to 2023-24. 'Searches failed to date - Markham' include 2 rolled over to 2023-24. 'Searched failed to date - Other' include 24 rolled over to 2023-24.

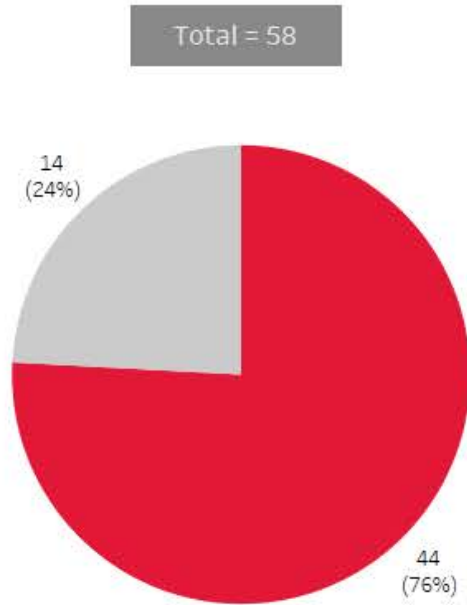
## Tenure Track Appointments Made to Start 2022-23 (as of Nov 1, 2022)



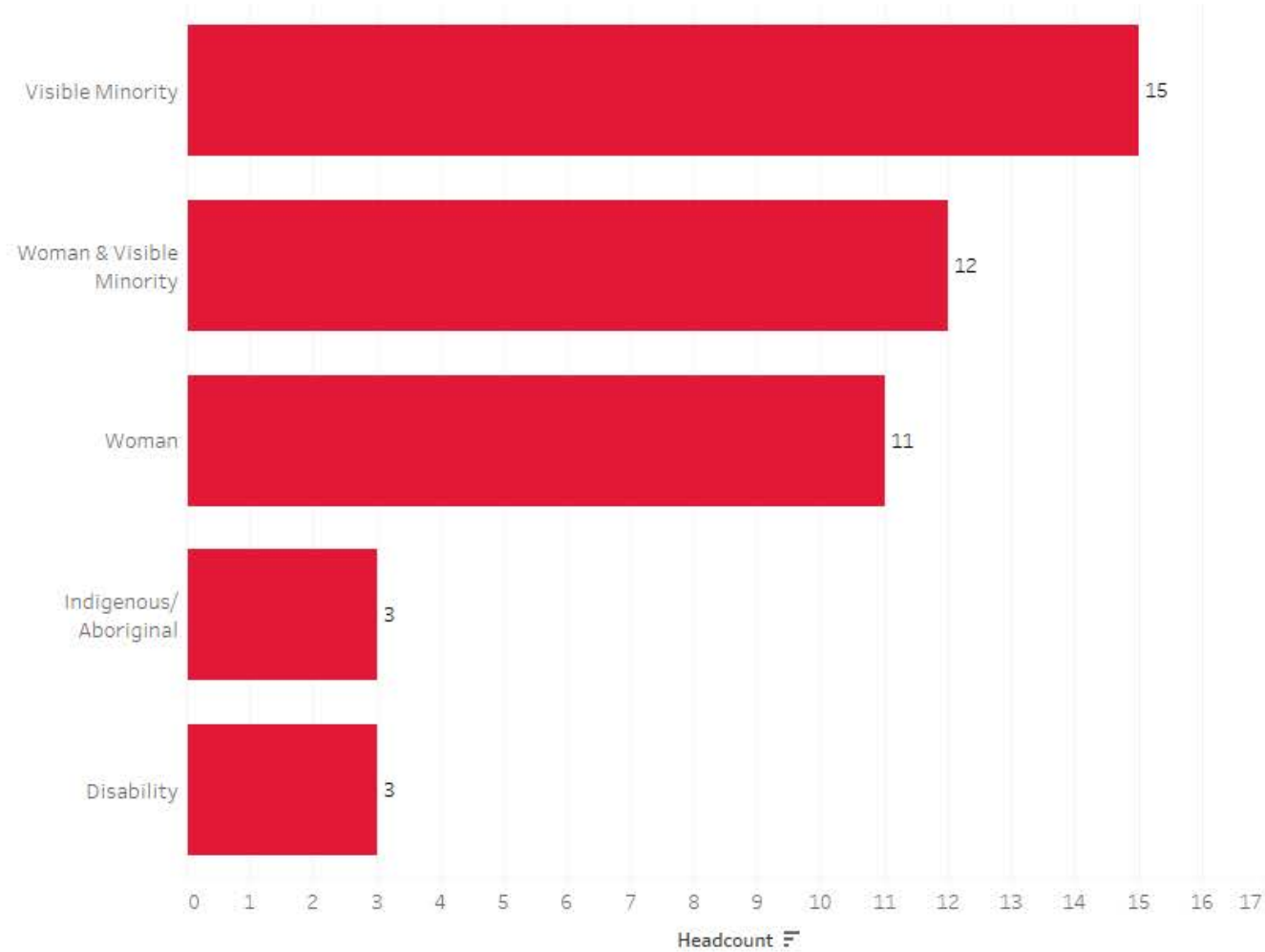
■ Professorial Made to Date - CRC     
 ■ Professorial Made to Date - Markham     
 ■ Teaching Made to Date - Other  
■ Professorial Made to Date - ORC/ Markham     
 ■ Professorial Made to Date - Other

# Breakdown by Equity Status of 2022-23 Tenure Track Appointments Made to Date (as of Nov 1, 2022) Professorial Stream

22-23 Professorial Appointments Made to Date  
 Equity Status



22-23 Professorial Appointments Made to Date  
 Self-Identification Breakdown

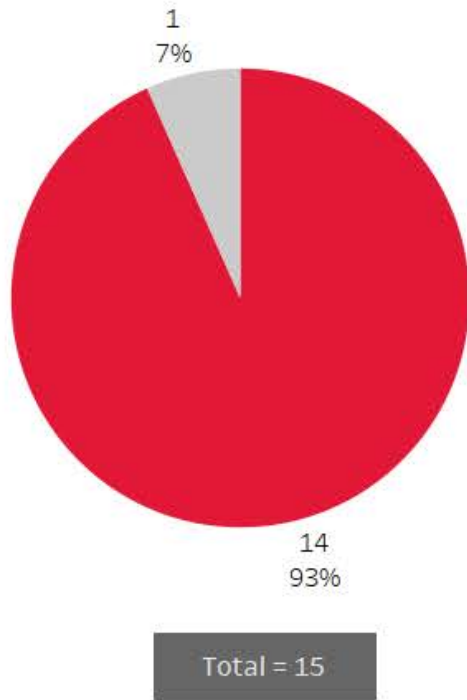


■ Self-identification  
 ■ No Self-identification

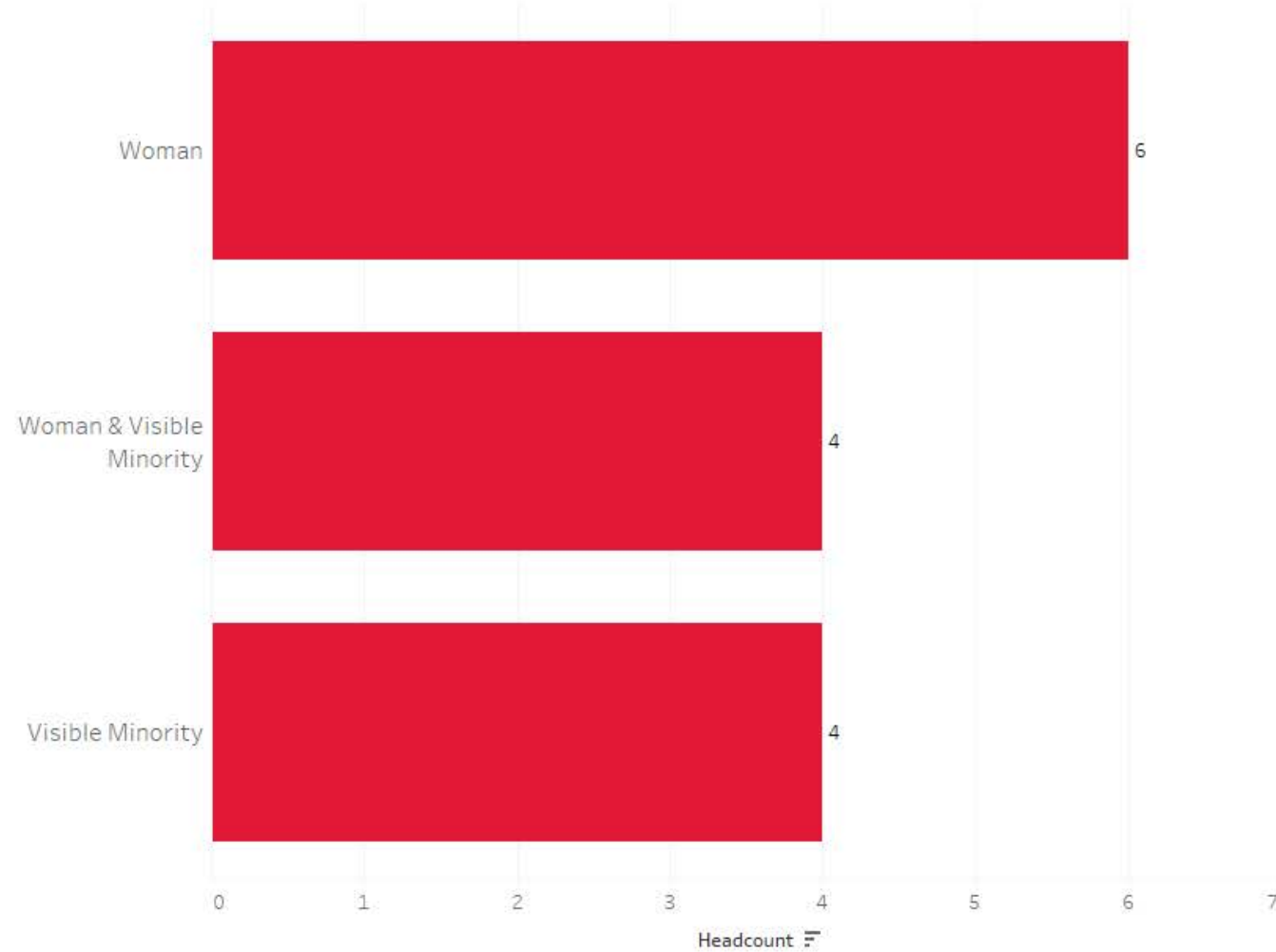
Note: Equity statistics are based on self-identification in the hiring process; self identification may be in more than one category. Not all intersectional self-identifications could be broken out for confidentiality reasons.

Breakdown by Equity Status of 2022-23 Tenure Track Appointments Made to Date (as of Nov 1, 2022)  
Teaching Stream

22-23 Teaching Appointments Made to Date  
Equity Status



22-23 Teaching Appointments Made to Date  
Self-Identification Breakdown



■ Self-identification  
■ No Self-identification

Note: Equity statistics are based on self-identification in the hiring process; self identification may be in more than one category. Not all intersectional self-identifications could be broken out for confidentiality reasons.



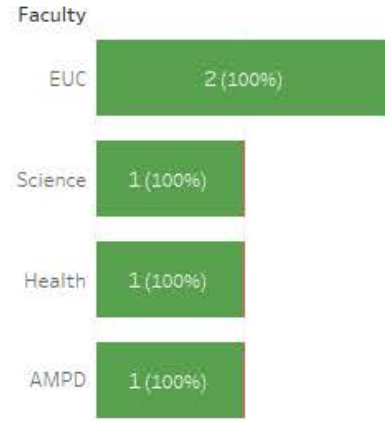
## Breakdown of 2022-23 Dedicated Appointments Made to Date (as of Nov 1, 2022)

**Institutional - Black**



Total Authorized  
5

**By Faculty - Black**



**Institutional - BIPOC**

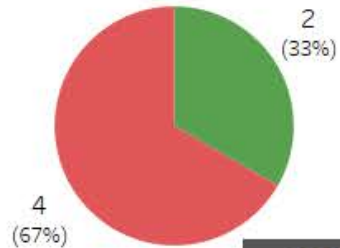


Total Authorized  
1

**By Faculty - BIPOC**

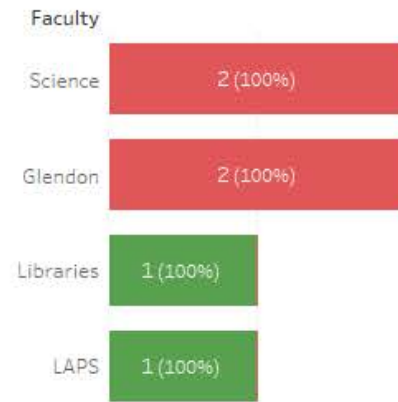


**Institutional - Aboriginal/Indigenous**



Total Authorized  
6

**By Faculty - Aboriginal/Indigenous**



**Institutional - Women**



Total Authorized  
1

**By Faculty - Women**



Made

Failed

# Tenure Track Complement and Appointment Trends

## Tenure Stream Faculty Complement (Heads) and Breakdown by Streams and Gender, 2010-11 to 2022-23 (per October 1, excluding Librarians)

Total Tenure Stream Faculty



Professionalial	1,323 (97%)	1,328 (97%)	1,341 (97%)	1,348 (97%)	1,325 (97%)	1,308 (96%)	1,314 (95%)	1,316 (95%)	1,334 (94%)	1,370 (92%)	1,394 (91%)	1,395 (91%)	1,411 (90%)
Teaching	41 (3%)	40 (3%)	41 (3%)	41 (3%)	43 (3%)	54 (4%)	67 (5%)	75 (5%)	79 (6%)	126 (8%)	141 (9%)	144 (9%)	159 (10%)
Male	55%	55%	54%	55%	55%	55%	55%	55%	54%	53%	52%	52%	52%
Female	45%	45%	46%	45%	45%	45%	45%	45%	46%	47%	48%	48%	48%

Source: Office of the P&VPA

November 2022

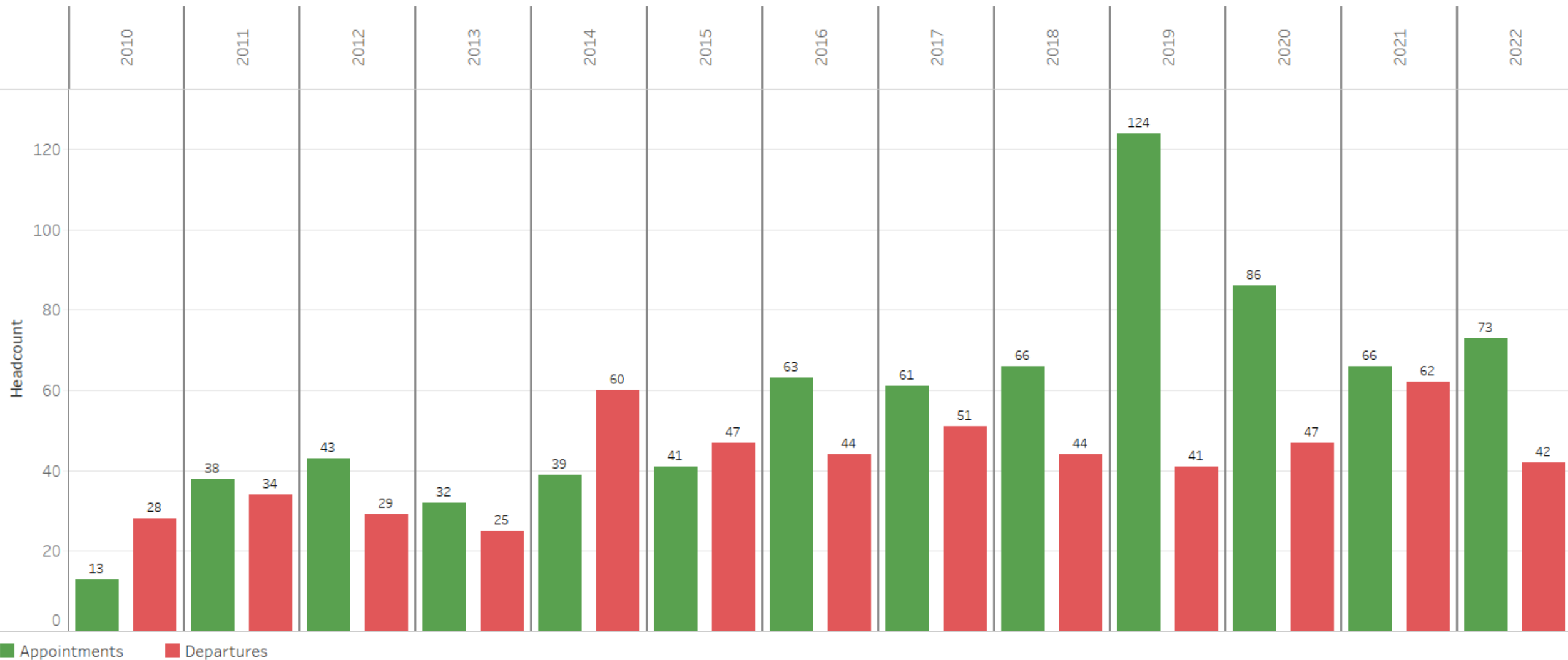
## Tenure Stream Faculty Complement (Heads) by Rank, 2010-11 to 2022-23 (per October 1, excluding Librarians)

Tenure Stream Faculty by Rank



# Total Appointments and Departures of Tenure Stream Faculty Complement (Heads), 2010-11 to 2022-23 (per October 1, excluding Librarians)

Total New Tenure Stream Appointments and Departures - At October 1

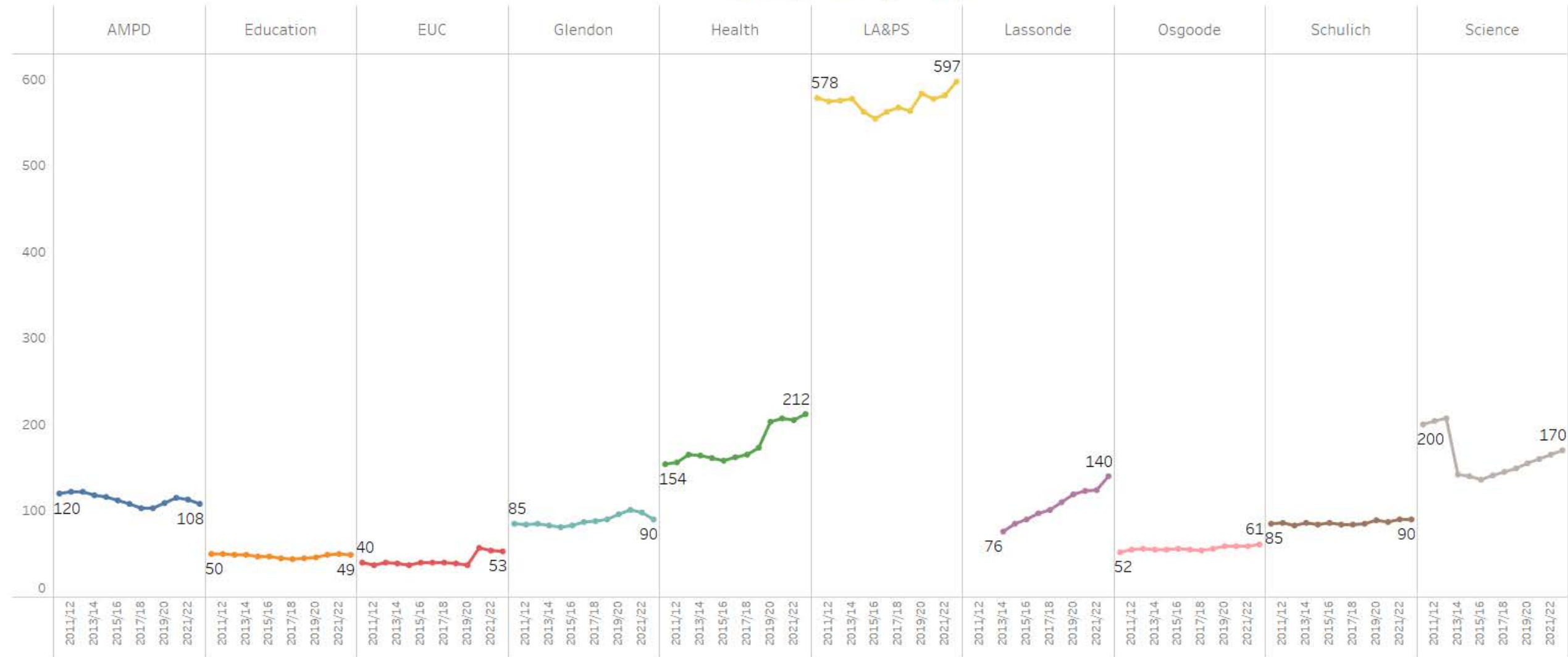


Note: See appendix slide 40 for a detailed breakdown by Faculty.

Source: Office of the P&VPA

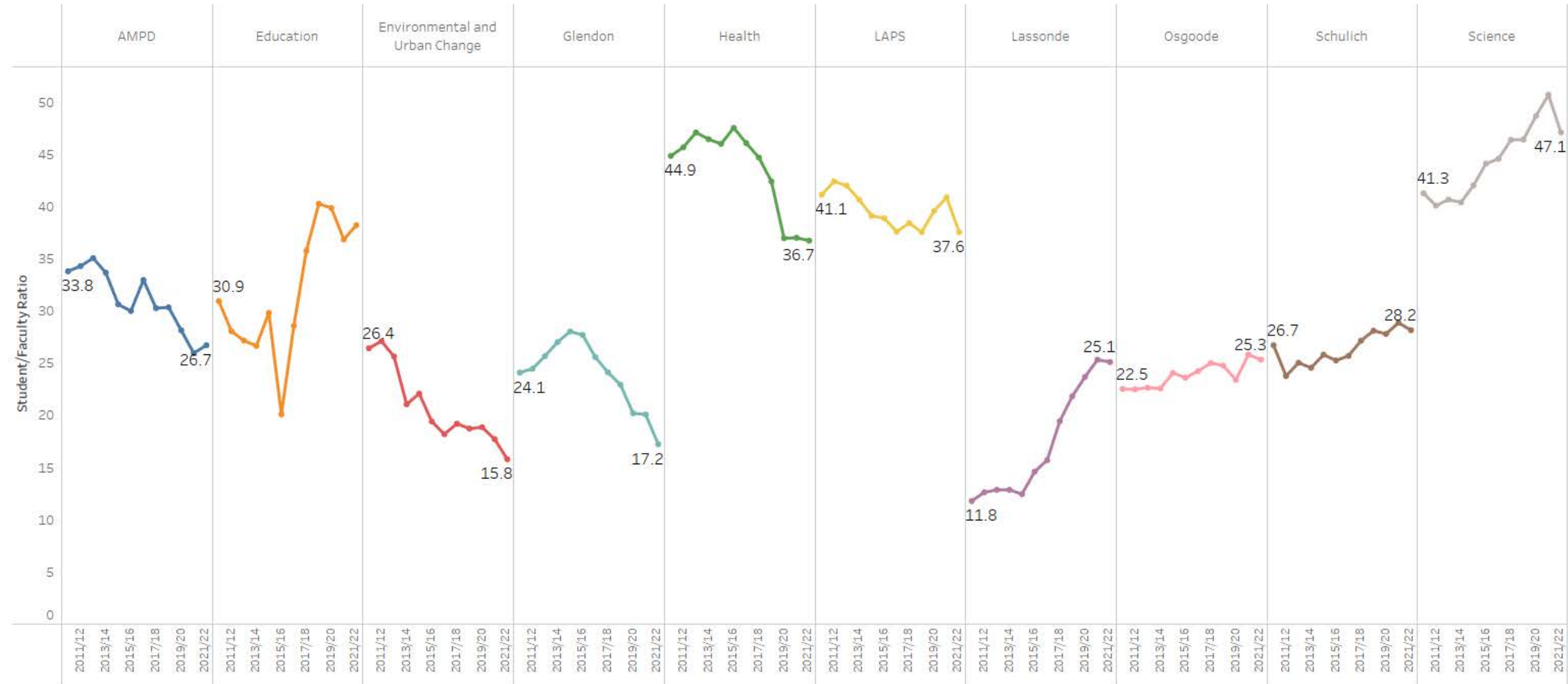
## Tenure Stream Faculty Complement (Heads) breakdown by Faculty, 2010-11 to 2022-23 (per October 1, excluding Librarians)

Tenure Stream Complement by Faculty



## Student/Faculty Ratio (Total FTE/Tenure Stream FTE) by Faculty, 2010-11 to 2021-22

Student/Faculty Ratio ((UG+GR FTE)/TS FTE) by Faculty

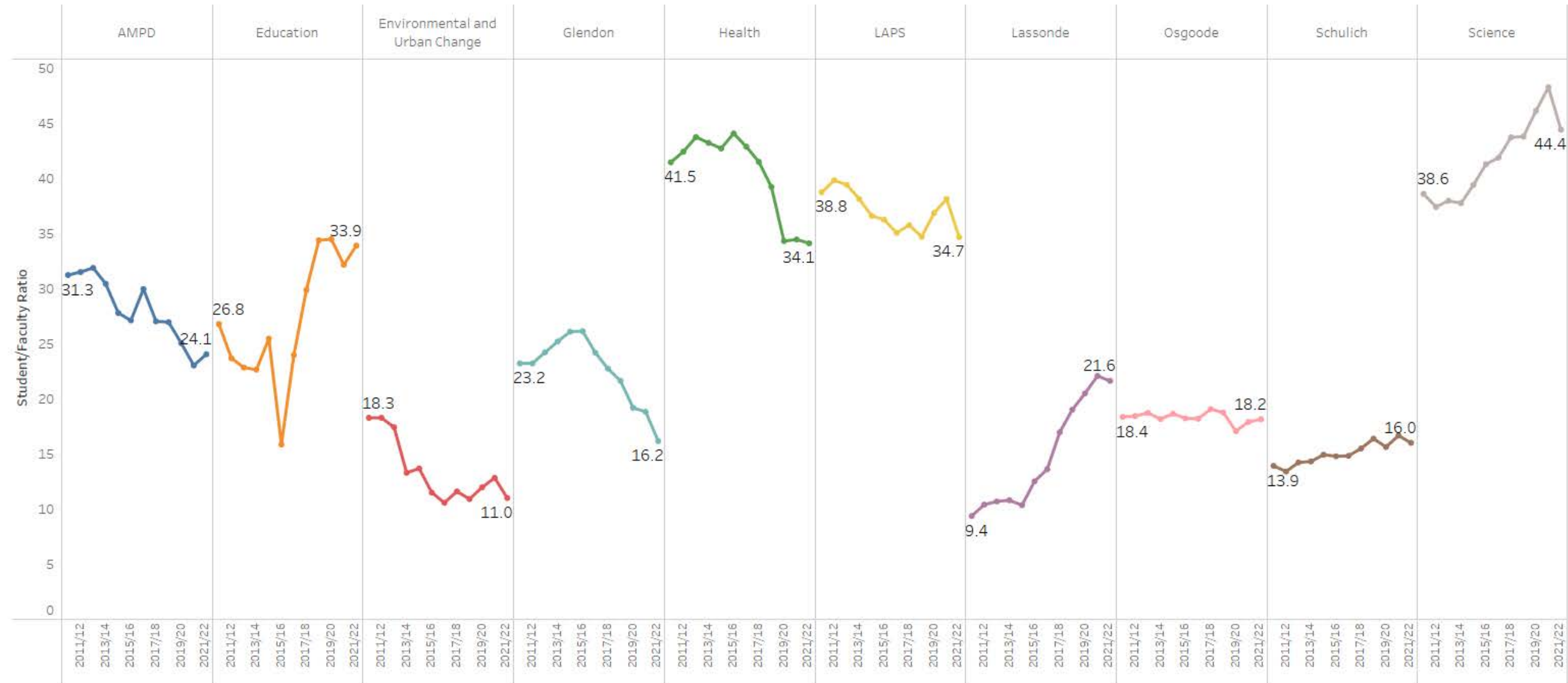


Source: Office of the P&VPA

November 2022

# Student/Faculty Ratio (UG FTE/Tenure Stream FTE) by Faculty, 2010-11 to 2021-22

## Student/Faculty Ratio (UG FTE/TS FTE) by Faculty



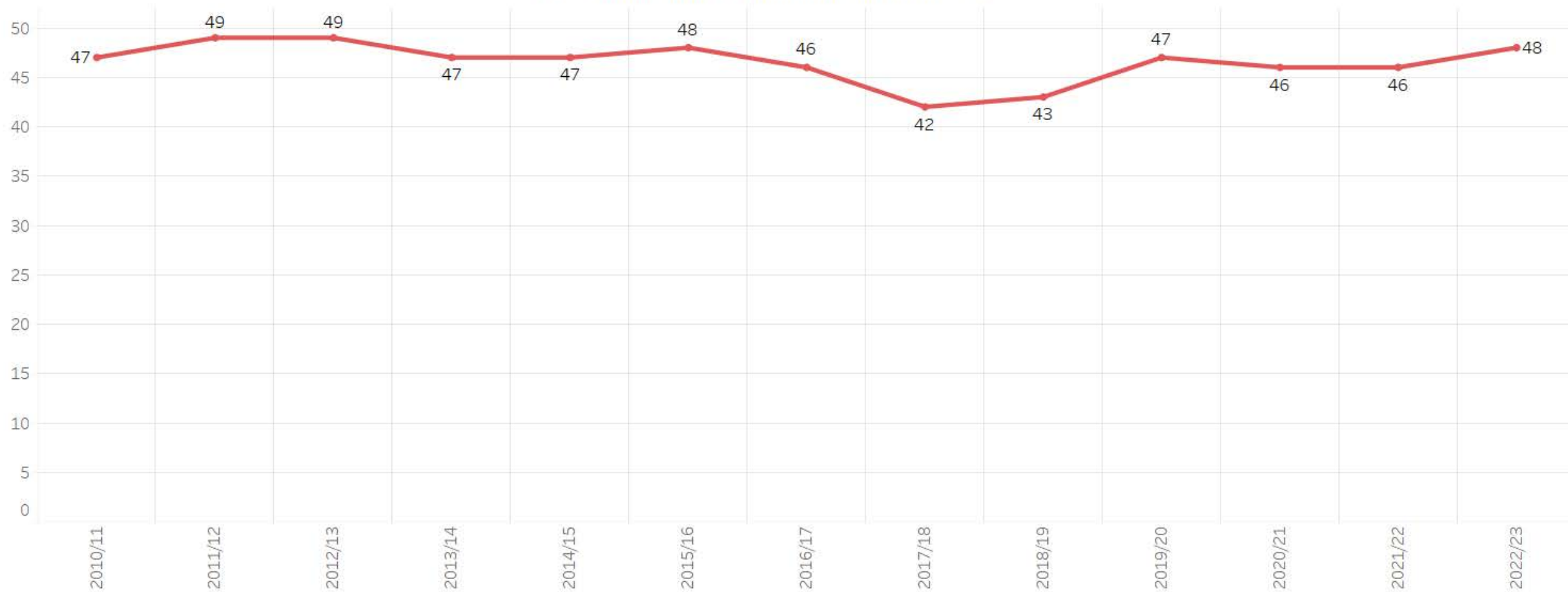
Source: Office of the P&VPA

November 2022



## Tenure Stream Librarian Complement (Heads), 2010-11 to 2022-23 (per October 1)

Total Tenure Stream Librarians and Archivists



Female	66%	65%	63%	62%	64%	65%	65%	67%	65%	64%	63%	65%	67%
Male	34%	35%	37%	38%	36%	35%	35%	33%	35%	36%	37%	35%	33%

Note: Totals include Osgoode Law Librarians

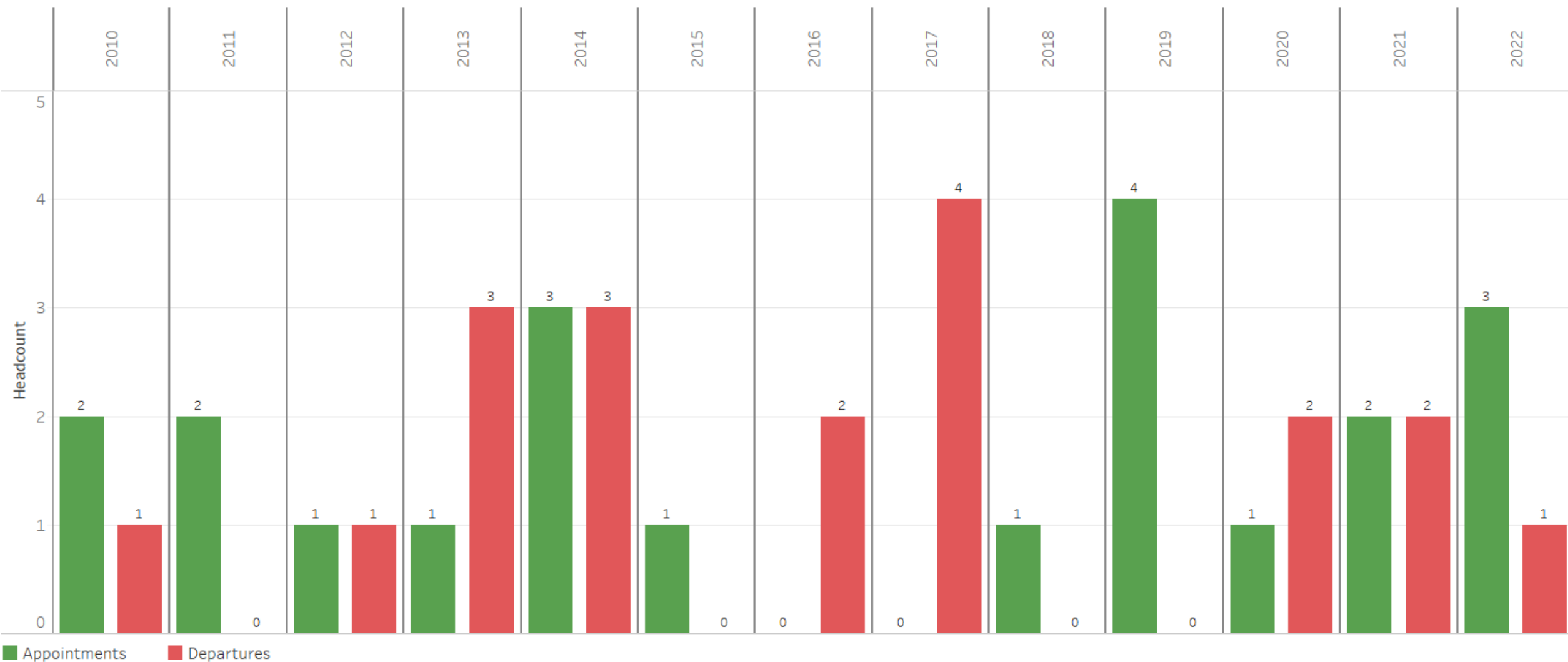
Source: Office of the P&VPA

November 2022

111

# Total Appointments and Departures of Tenure Stream Librarian Complement (Heads), 2010-11 to 2022-23 (per October 1)

New Librarian and Archivists Appointments and Departures - At October 1



Note: Includes Osgoode Law Librarians

Source: Office of the P&VPA

# Trends 2010-11 to 2022-23: Annual Tenure Track Appointments Made to Date (as of Nov. 1, 2022)

**2022-23**  
 53 Canadian  
 20 International  
 37 Visible Minority  
 /Racialized  
 6 Disability  
 3 Aboriginal

### Annual Tenure Track Appointments Made

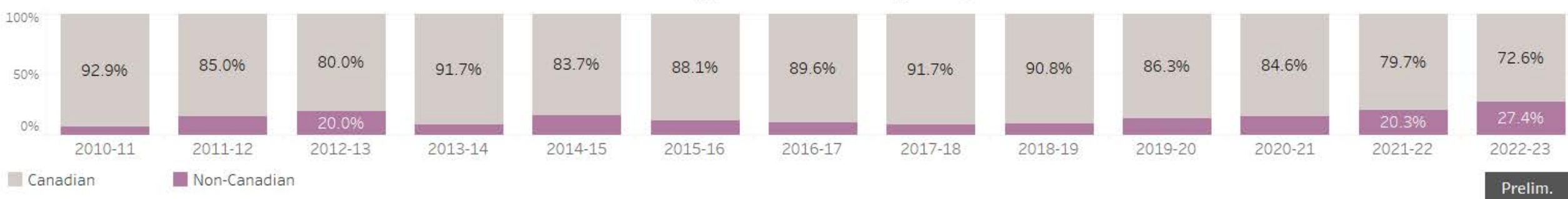


### Annual Tenure Track Appointments Made - Gender Breakdown



Prelim.

### Annual Tenure Track Appointments Made - By Immigration Status



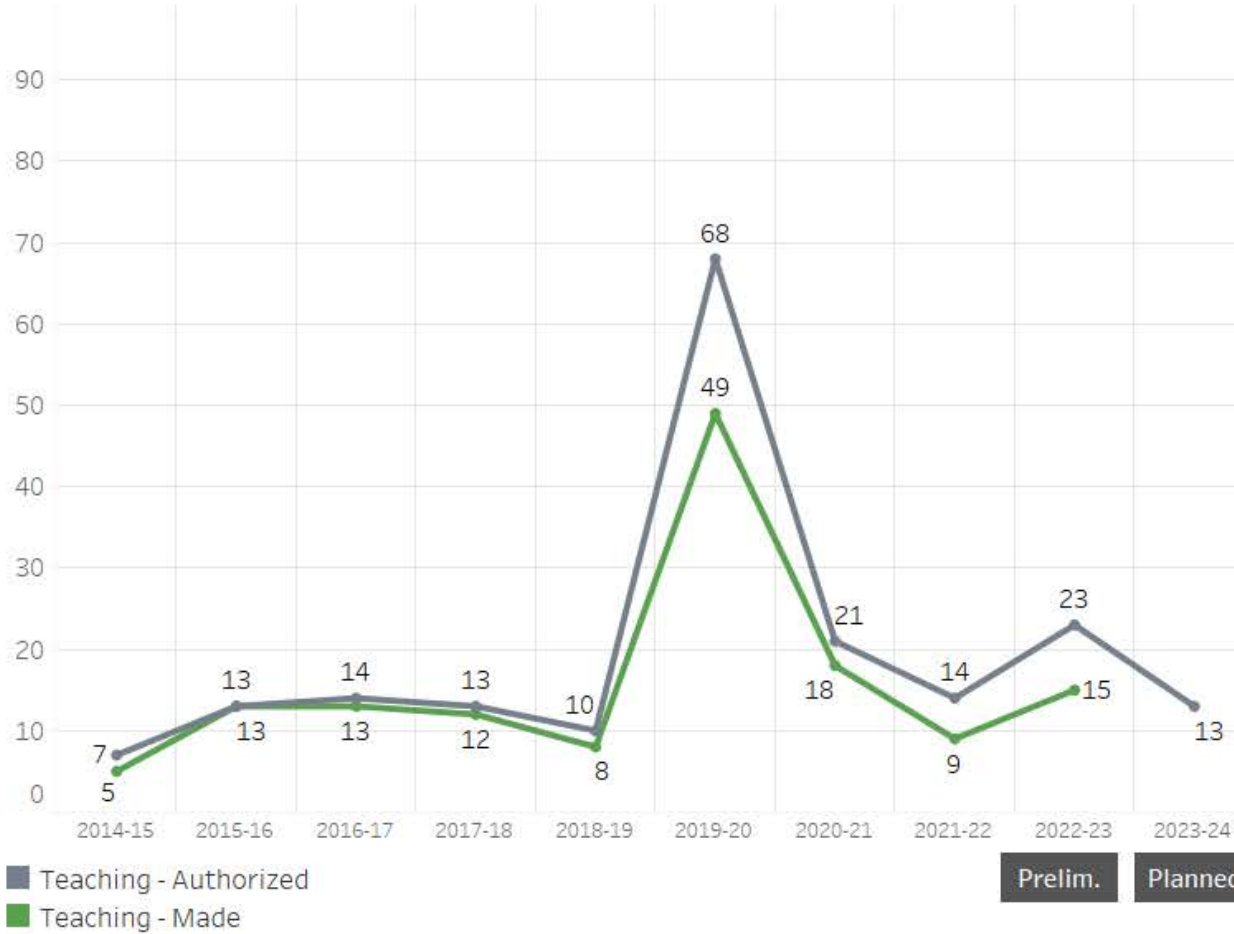
Prelim.

Note: An additional 2021-22 appointee identifies as non-binary gender.

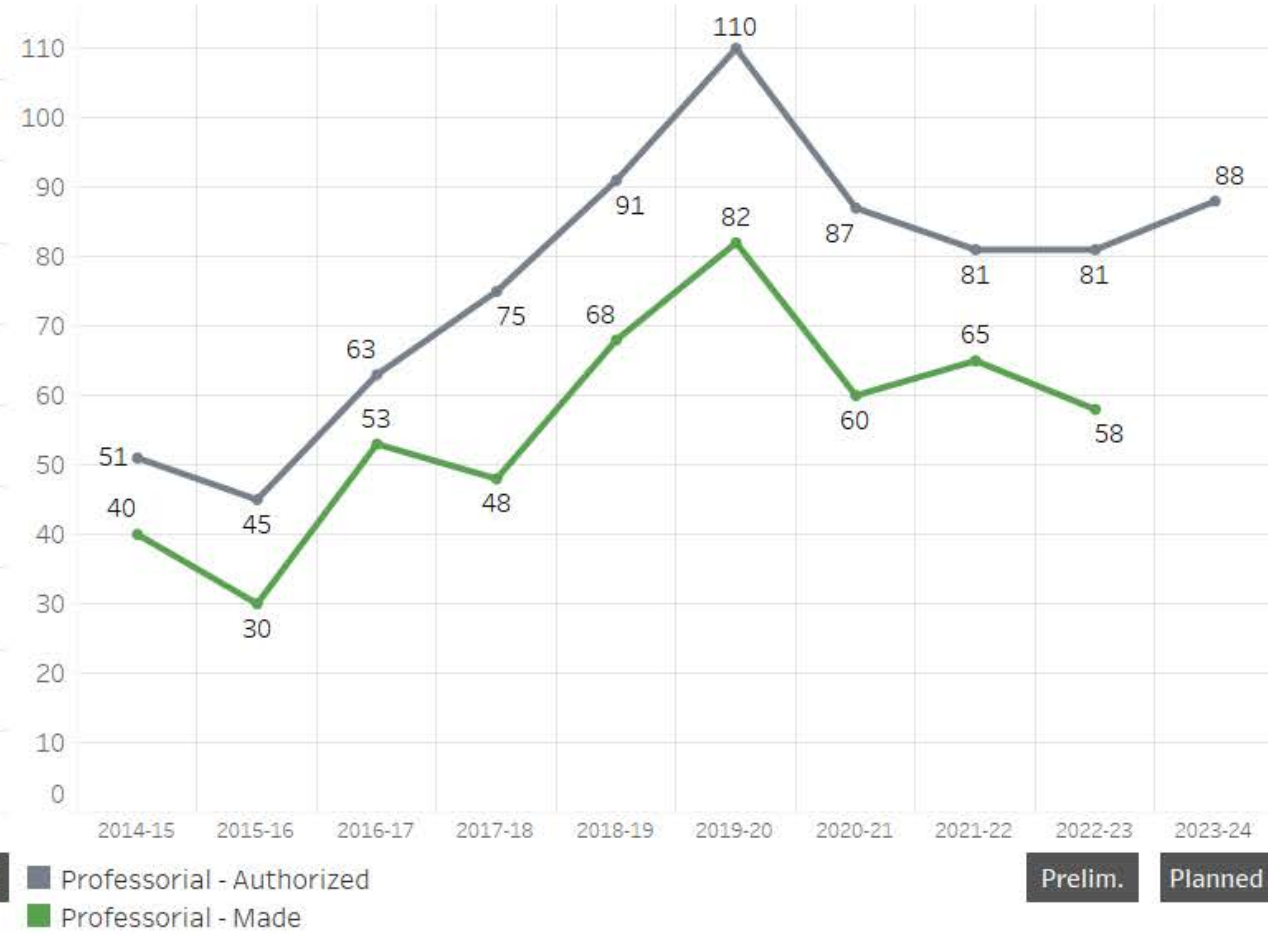
Source: Office of the P&VPA

## Annual Tenure Track Appointments Authorized vs Made 10 Year Trend

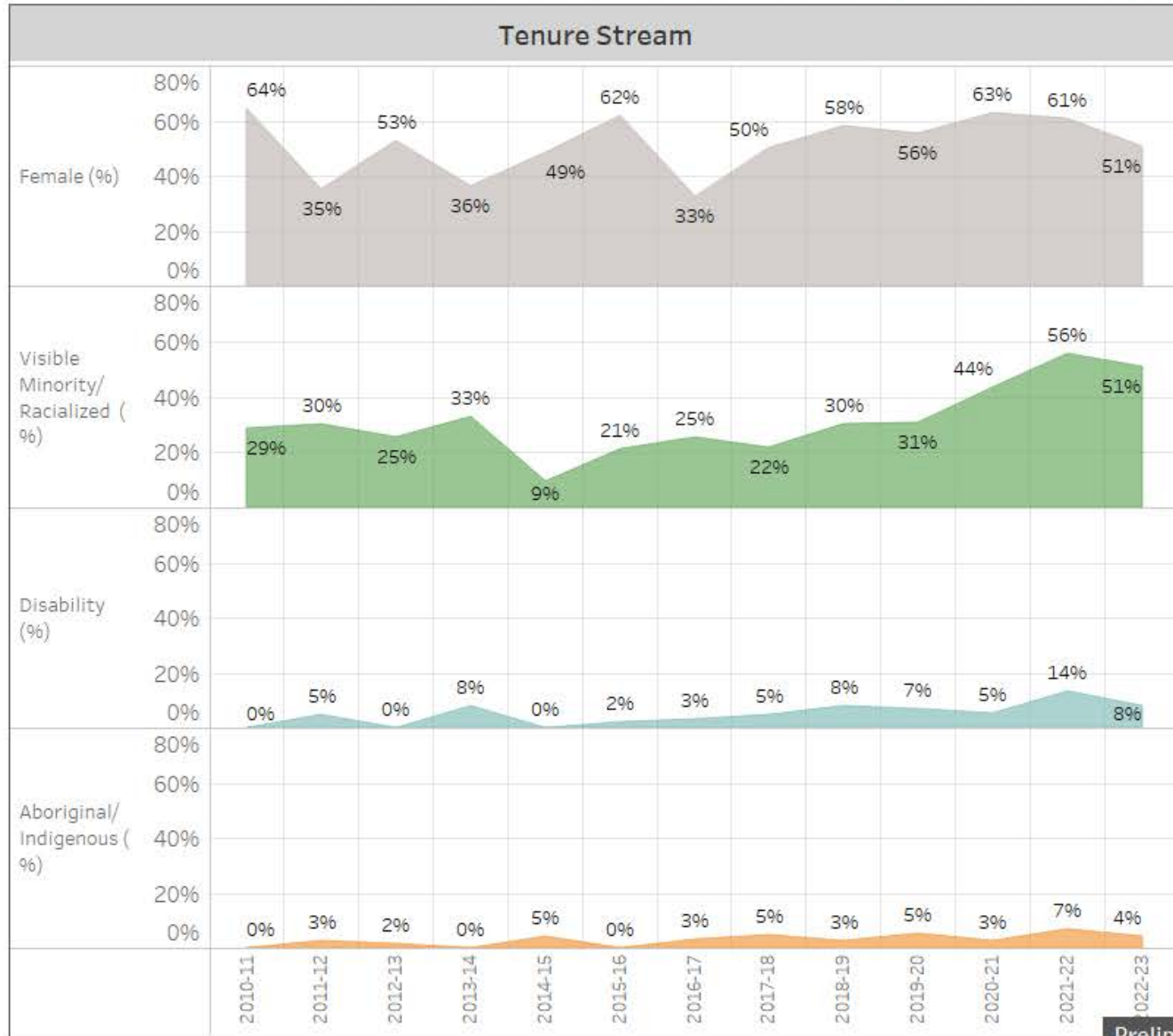
**Institutional**  
Trend - **Teaching Appointments:**  
Authorized vs Made



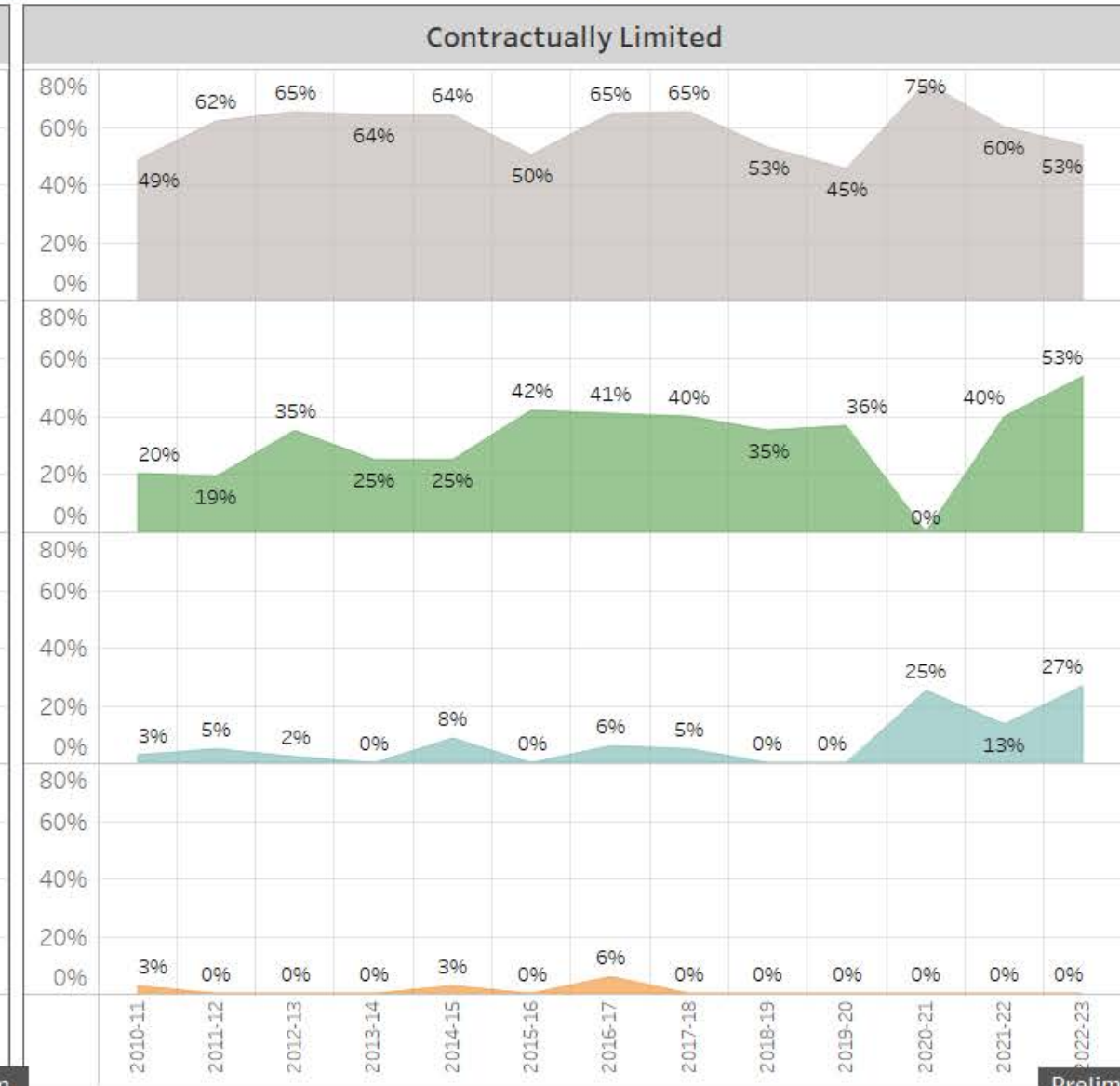
**Institutional**  
Trend - **Professorial Appointments:**  
Authorized vs Made



## Trends 2010-11 to 2022-23: Annual Appointments Made (as of Nov. 1, 2022) - Equity Status



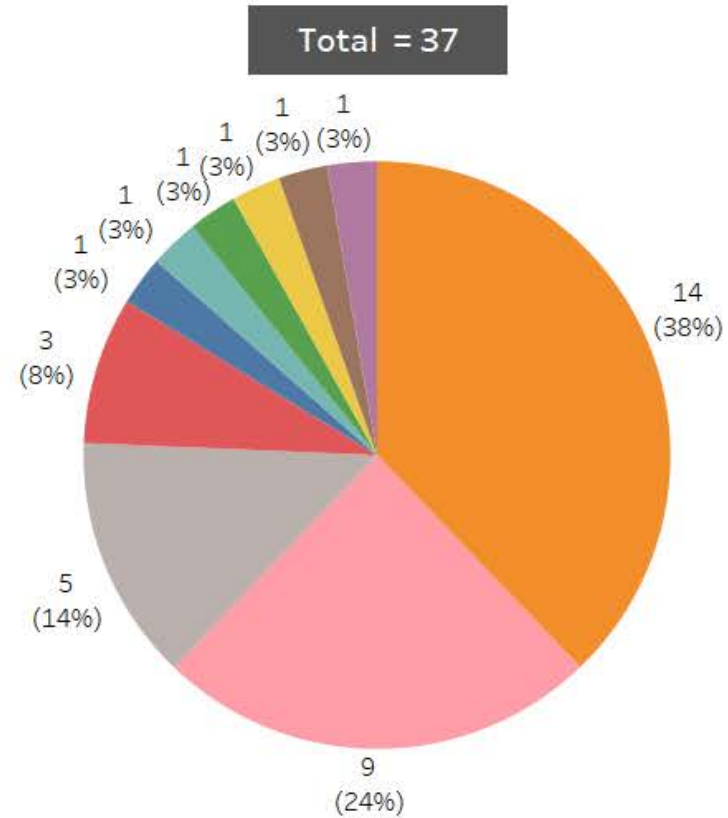
Prelim.



Prelim.

Note: Equity statistics (aside from the Female category) are based on self-identification in the hiring process; self identification may be in more than one category

# Breakdown by Sub-Groups of 2022-23 Self-Identified Visible Minority/Racialized Tenure Track Appointments Made to Date (as of Nov 1, 2022)



- Black
- West Asian
- Arab
- Korean
- South East Asian
- South Asian
- Chinese
- Filipino
- Latin American
- None Selected

Note: Equity statistics are based on self-identification in the hiring process; self identification may be in more than one category.



# Annual Contractually Limited Appointments Trends

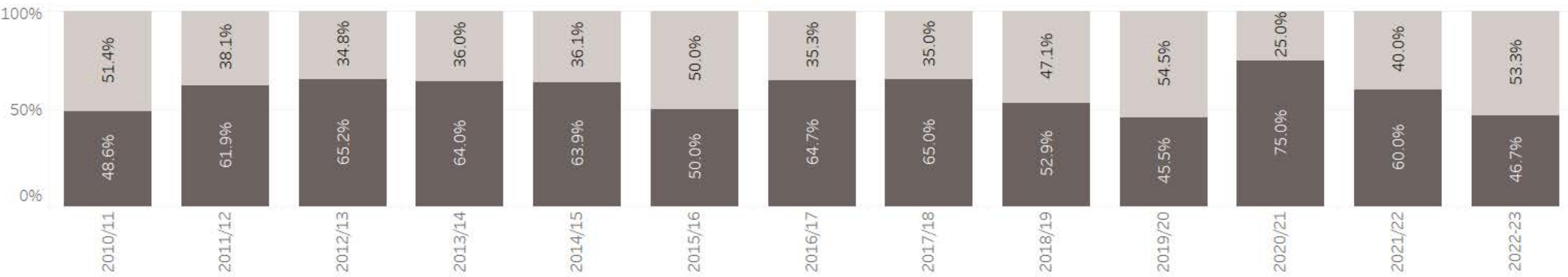
Trends 2010-11 to 2022-23: Annual Contractually Limited Appointments Made to Date (as of Nov. 1, 2022)

Annual Contractually Limited Appointments Made



Prelim.

Annual Contractually Limited Appointments Made - Gender Breakdown



Prelim.

Male Female



# Faculty Complement Renewal Strategy - Progress on Key Goals



Consistent growth in the tenure stream complement



Significant increase in assistant professorships, diversifying rank across the professoriate



Faculty : student ratios improved in key areas such as the Faculties of Health, Liberal Arts & Professional Studies, and Science




Significant increase in Teaching Stream faculty, supporting pedagogical innovation



Consistent and effective affirmative action hiring to address gaps in representation, at the University level and within each Faculty



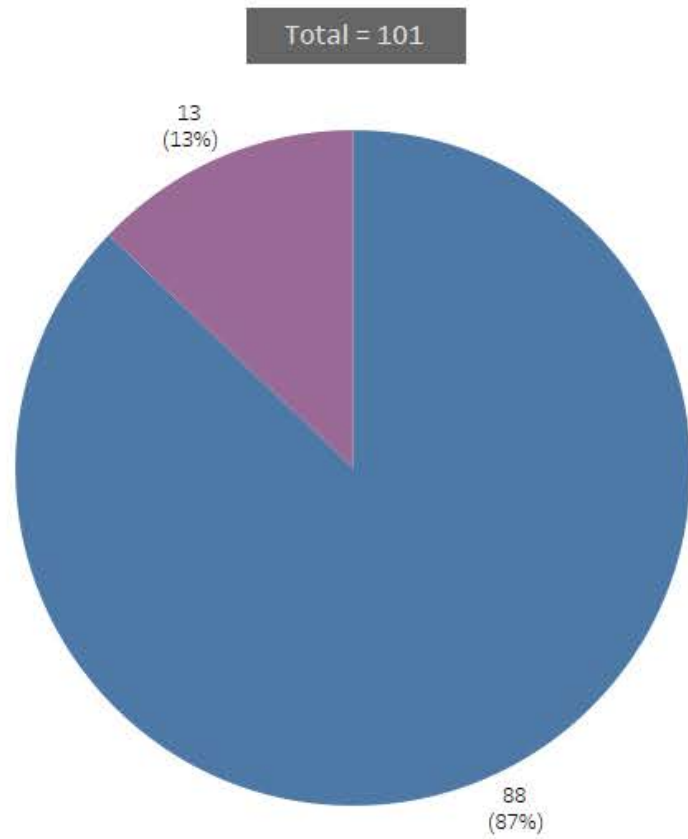
Enhanced recruitment globally to attract top, diverse candidates from around the world

A photograph of two individuals in an office environment. One person, wearing a dark jacket and glasses, is pointing at a computer monitor. The other person, wearing a light-colored knit sweater and a patterned scarf, is looking at the screen. The background shows office desks and computer monitors. The entire image is framed by a thick red border.

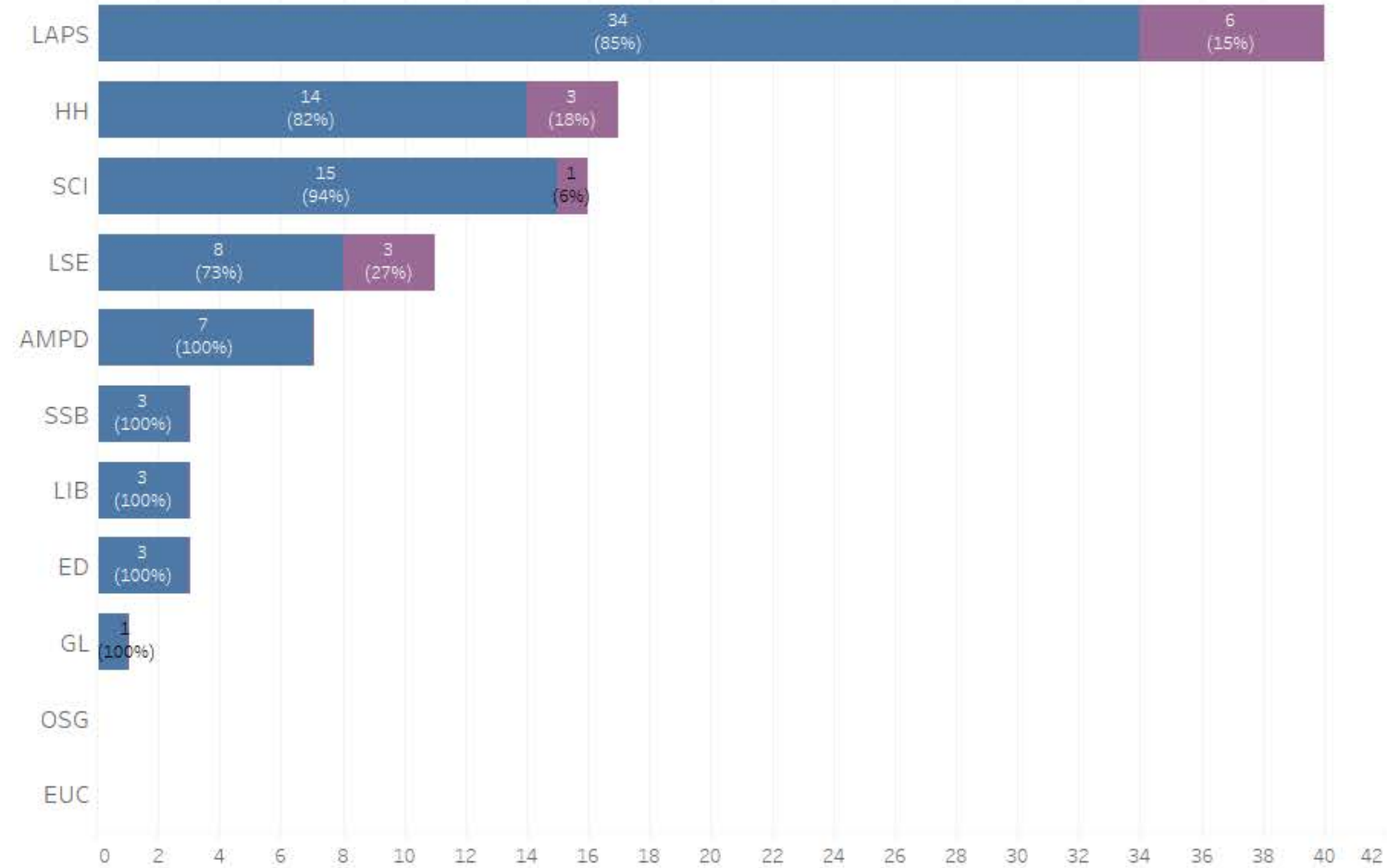
# Tenure Track Authorized Searches for Appointments in 2023-2024

# Breakdown of 2023-24 Tenure Track Appointments Authorized To Date (as of Nov. 1, 2022)

**Institutional**  
23-24 Authorized Appointments: Professorial vs Teaching



**By Faculty**  
23-24 Authorized Appointments: Professorial vs Teaching



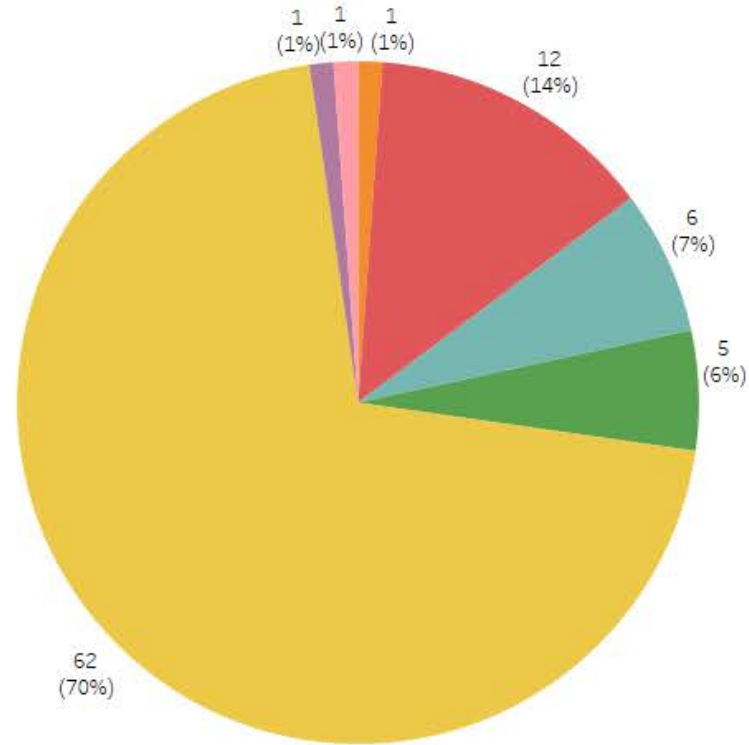
■ Professorial Stream  
■ Teaching Stream

Note: The 101 overall total to date includes 28 rolled over from 2022-23.

## Breakdown of 2023-24 Professorial Stream Tenure Track Appointment Authorized To Date (as of Nov. 1, 2022)

### Institutional

23-24 Authorized Appointments: Professorial Stream Breakdown

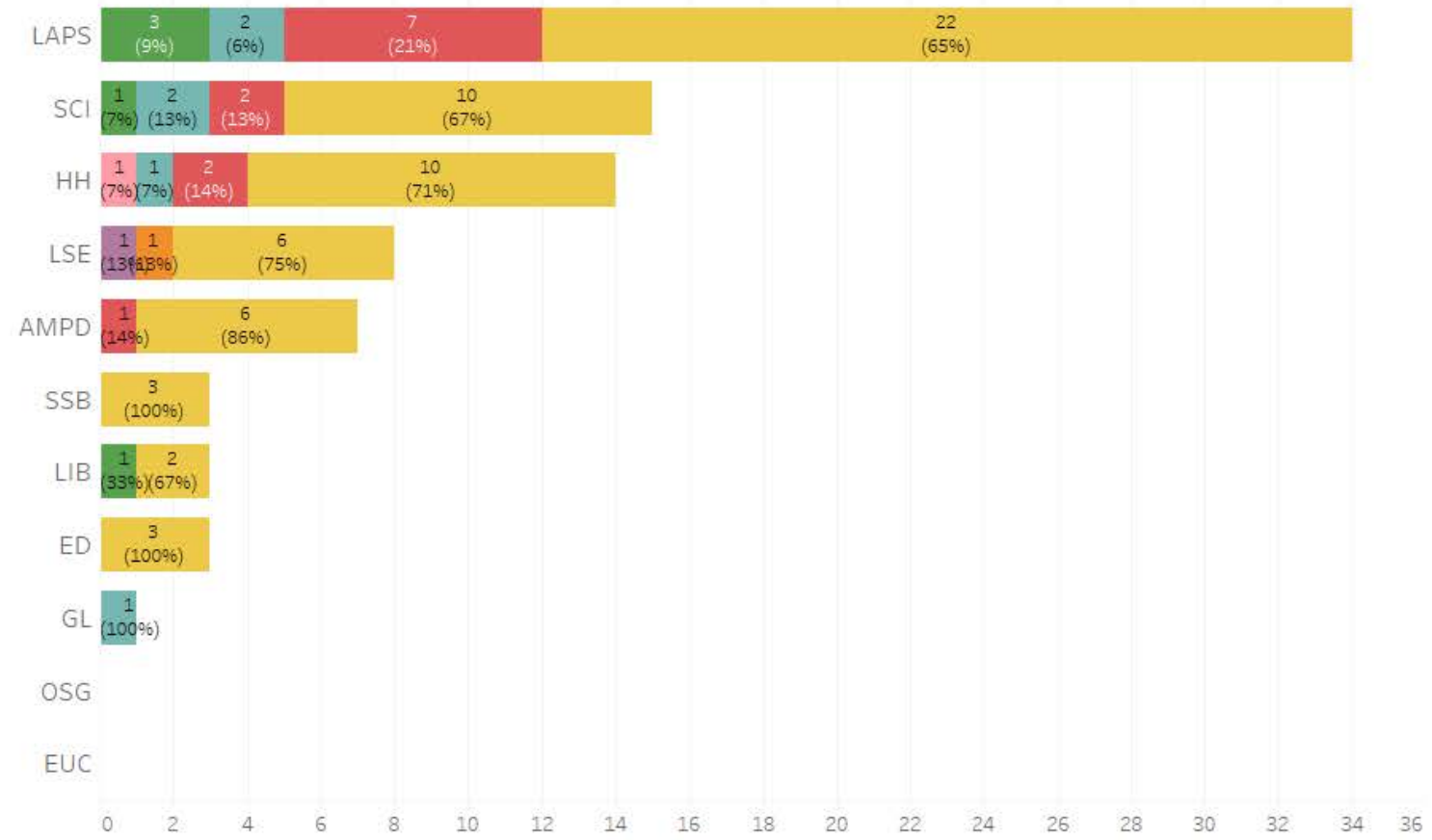


**Total = 88**

- Professorial - BIPOC
- Professorial - Black
- Professorial - Indigenous
- Professorial - Markham

### By Faculty

23-24 Authorized Appointments: Professorial Stream Breakdown

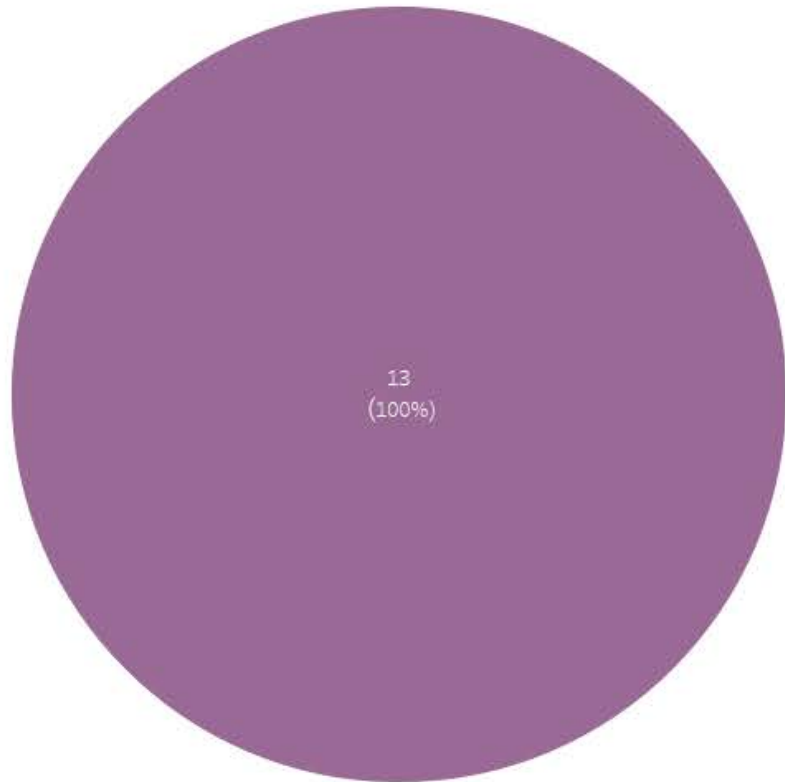


- Professorial - Other
- Professorial - VISTA
- Professorial - Woman/ BIPOC/ LGBTQ+

**Breakdown of 2023-24 Teaching Stream Tenure Track Appointment Authorized To Date (as of Nov. 1, 2022)**

**Institutional**

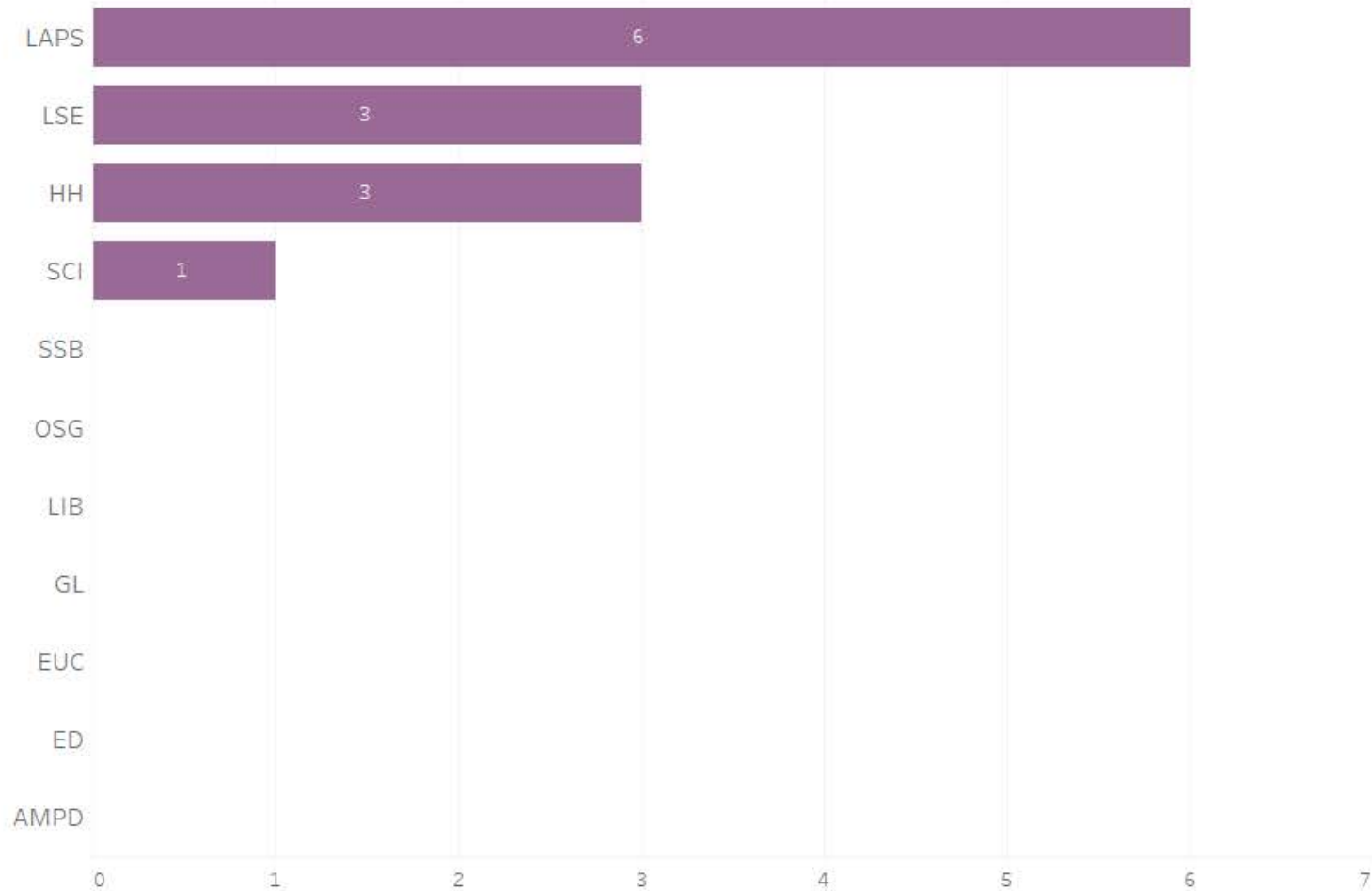
23-24 Authorized Appointments: Teaching Stream Breakdown



Total = 13

**By Faculty**

23-24 Authorized Appointments: Teaching Stream Breakdown

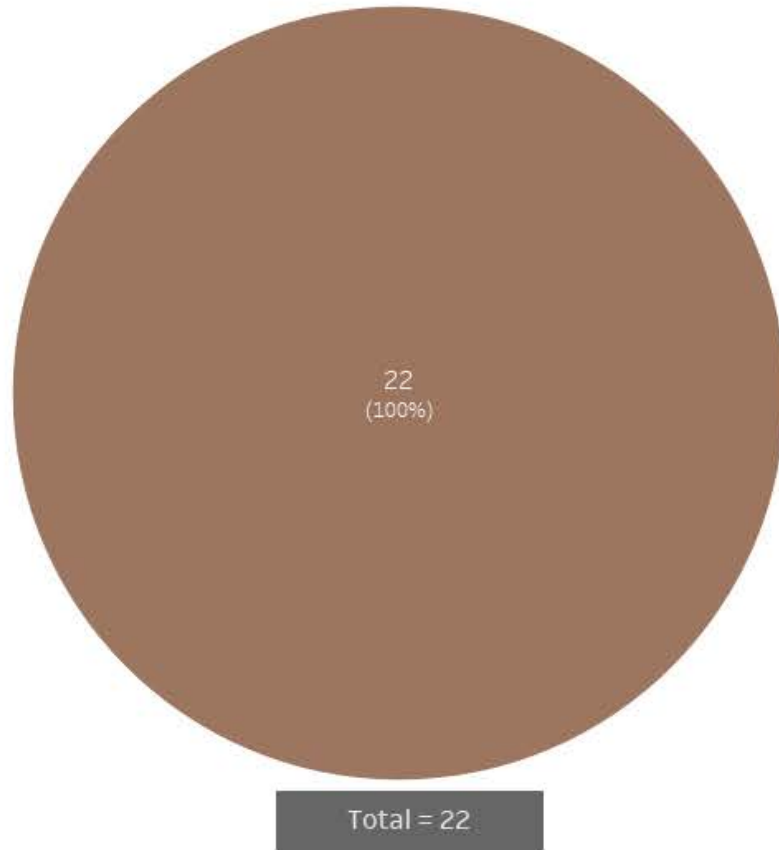


■ Teaching Stream

## 2023-24 Strategic Research Tenure Track Positions Authorized

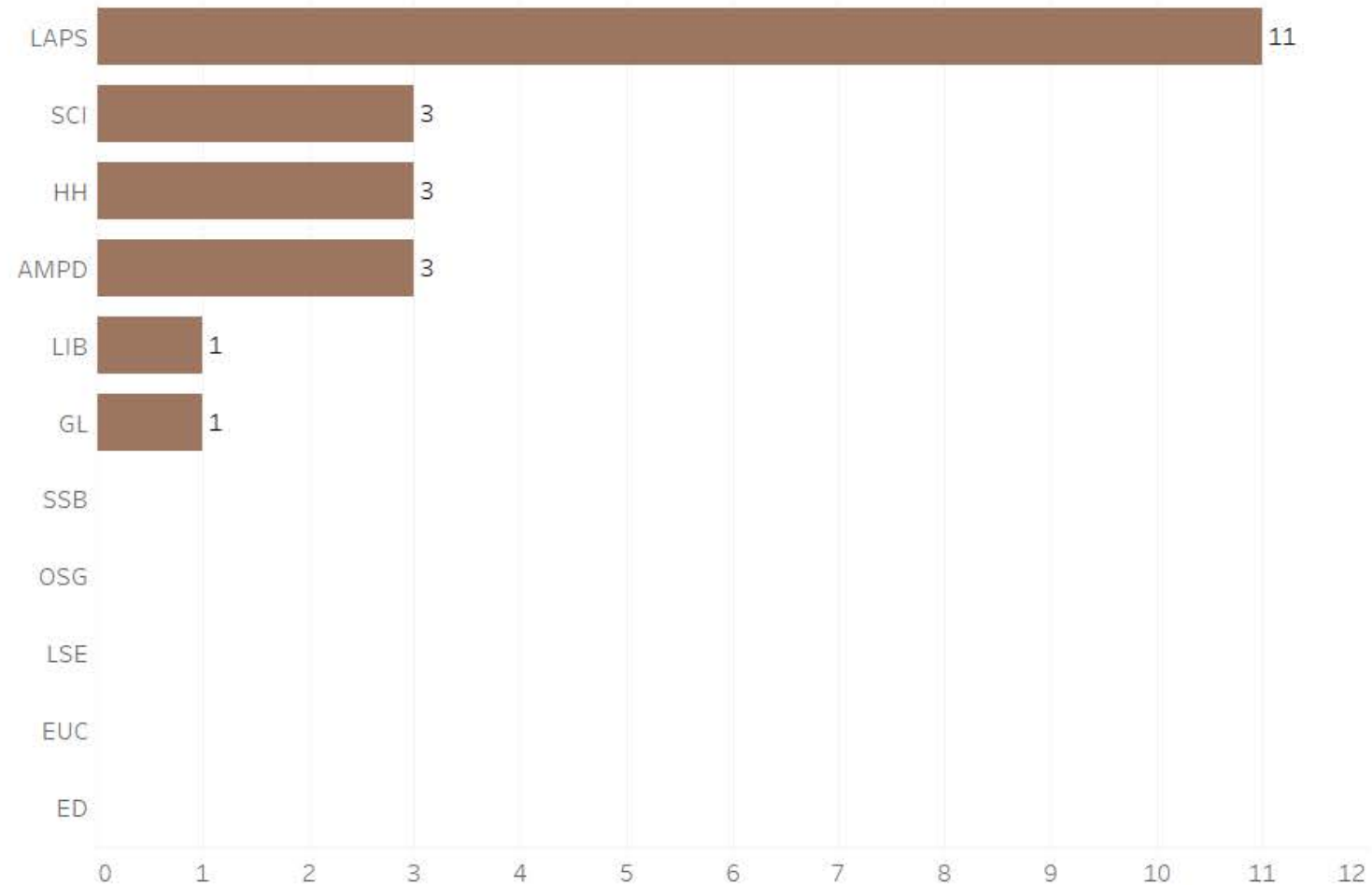
### Institutional

Centrally Supported Strategic Research Tenure Track Positions



### By Faculty

Centrally Supported Strategic Research Tenure Track Positions



Note: These 22 appointments are included in the 101 authorizations shown on slide 25.  
Source: Office of the P&VPA

# 2022-23 Enrolment Update



# Enrolment Context

## Ongoing Covid Challenges

- Enrolment targets for 2022/23 were established in mid-September 2021, using new student intake targets established in June 2021.
- In the months after these enrolment targets were established:
  - Many universities in Ontario, including York, experienced unusually low enrolments in Winter 2022, relative to historical fall-to-winter enrolment ratios.
  - These lower Winter 2022 enrolments directly impact flow-through of continuing students into Fall 2022.
- Student visa processing delays and COVID impacts in students' countries of origin have resulted in fewer international new student intakes into Fall 2022, relative to targets. The international market has not rebounded as quickly as was assumed in June 2021 when intake targets were set for 2022/23.



## 2022-23 Undergraduate Full-Year FTEs: Preliminary Estimate as of November 1, 2022

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Target	2022-23 Prelim. Estimate as of Nov. 1	2022-23 Difference Compared to Target	2022-23 Difference Compared to 2021/22
Eligible	34,922	36,232	37,702	35,985	35,552	34,373	(1,179)	(1,612)
Visa	6,401	7,638	8,384	7,952	8,862	7,027	(1,835)	(925)
<b>Total</b>	<b>41,323</b>	<b>43,870</b>	<b>46,086</b>	<b>43,937</b>	<b>44,414</b>	<b>41,400</b>	<b>(3,014)</b>	<b>(2,537)</b>

Explaining differences compared to target:

- Eligible FTEs: the difference is due to the flow-through impact of lower than expected Winter 2022 enrolments.
- Visa FTEs: approximately two thirds of the difference is due to the flow-through impact of lower than expected Winter 2022 enrolments, and the remainder is due to issues impacting new student intakes in Fall 2022 as outlined in the previous slide.

## 2022-23 Undergraduate Full-Year FFTEs: Preliminary Full Year Projections against Target

	Eligible	Ineligible Visa	Total	% Over (Under)
AMPD	(51)	(137)	(188)	(7.6%)
Education	199	7	207	13.1%
EUC	(86)	(67)	(153)	(26.7%)
Glendon	(158)	(85)	(243)	(16.5%)
Health	(300)	(151)	(451)	(4.7%)
Lassonde	(297)	(198)	(495)	(11.2%)
LA&PS	(201)	(1,009)	(1,211)	(7.0%)
Osgoode	3	(1)	2	0.2%
Schulich	(94)	(32)	(126)	(6.3%)
Science	(194)	(162)	(356)	(8.6%)
<b>Total</b>	<b>(1,179)</b>	<b>(1,835)</b>	<b>(3,014)</b>	<b>(6.8%)</b>

# 2022-23 Masters Fall FTEs: Enrolment as of November 1, 2022

	Nov 2018 Actual	Nov 2019 Actual	Nov 2020 Actual	Nov 2021 Actual	Nov 2022 Target	Fall 2022 Prelim. Estimate as of Nov. 1	Fall 2022 Difference Compared to Target	Fall 2022 Difference Compared to Fall 2021
Eligible	2,298	2,212	2,326	2,249	2,445	2,027	(418)	(222)
Visa	755	862	869	996	1,133	1,031	(102)	34
Other Ineligible*	126	144	118	109	109	128	19	19
<b>Total</b>	<b>3,180</b>	<b>3,218</b>	<b>3,313</b>	<b>3,354</b>	<b>3,686</b>	<b>3,186</b>	<b>(500)</b>	<b>(168)</b>

\*The projection model does not estimate all components of 'other ineligible' enrolments, so for 2022 the 2021 total value was used

Explaining differences compared to target:

- For both eligible and visa enrolments, about half of the difference is due to the flow-through impact of lower than expected Winter 2022 enrolments and the remainder is due to recruiting challenges in the domestic and international markets.

## 2022-23 Doctoral Fall FTEs: Enrolment as of November 1, 2022

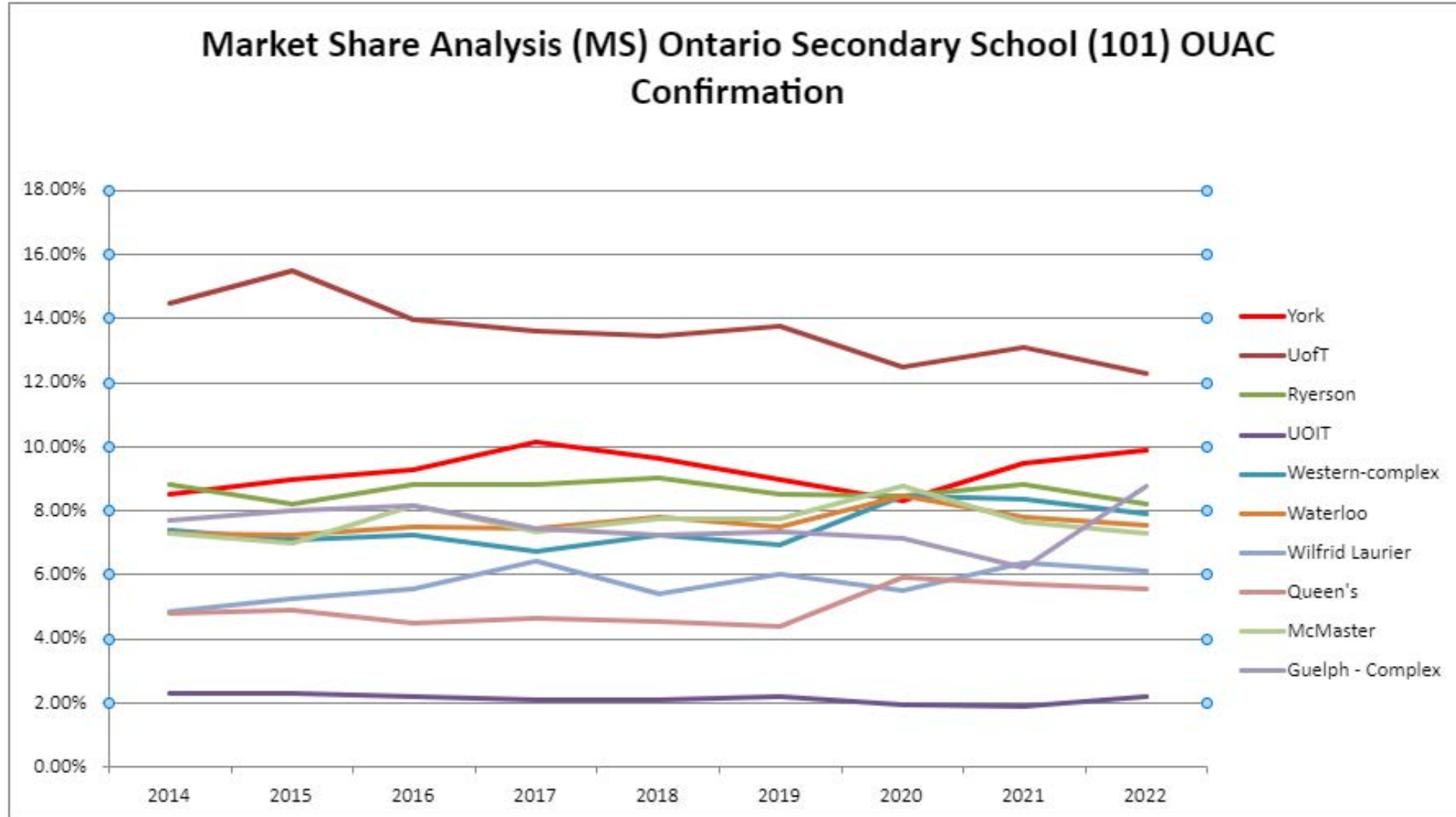
	Nov 2018 Actual	Nov 2019 Actual	Nov 2020 Actual	Nov 2021 Actual	Nov 2022 Target	Fall 2022 Prelim. Estimate as of Nov. 1	Fall 2022 Difference Compared to Target	Fall 2022 Difference Compared to Fall 2021
Eligible	1,148	1,161	1,169	1,099	1,182	1,080	(102)	(20)
Visa	149	155	191	286	266	332	66	46
Other Ineligible*	425	453	447	475	475	490	15	15
<b>Total</b>	<b>1,722</b>	<b>1,769</b>	<b>1,807</b>	<b>1,861</b>	<b>1,923</b>	<b>1,902</b>	<b>(21)</b>	<b>42</b>

\*The projection model does not estimate all components of 'other ineligible' enrolments, so for 2022 the 2021 total value was used

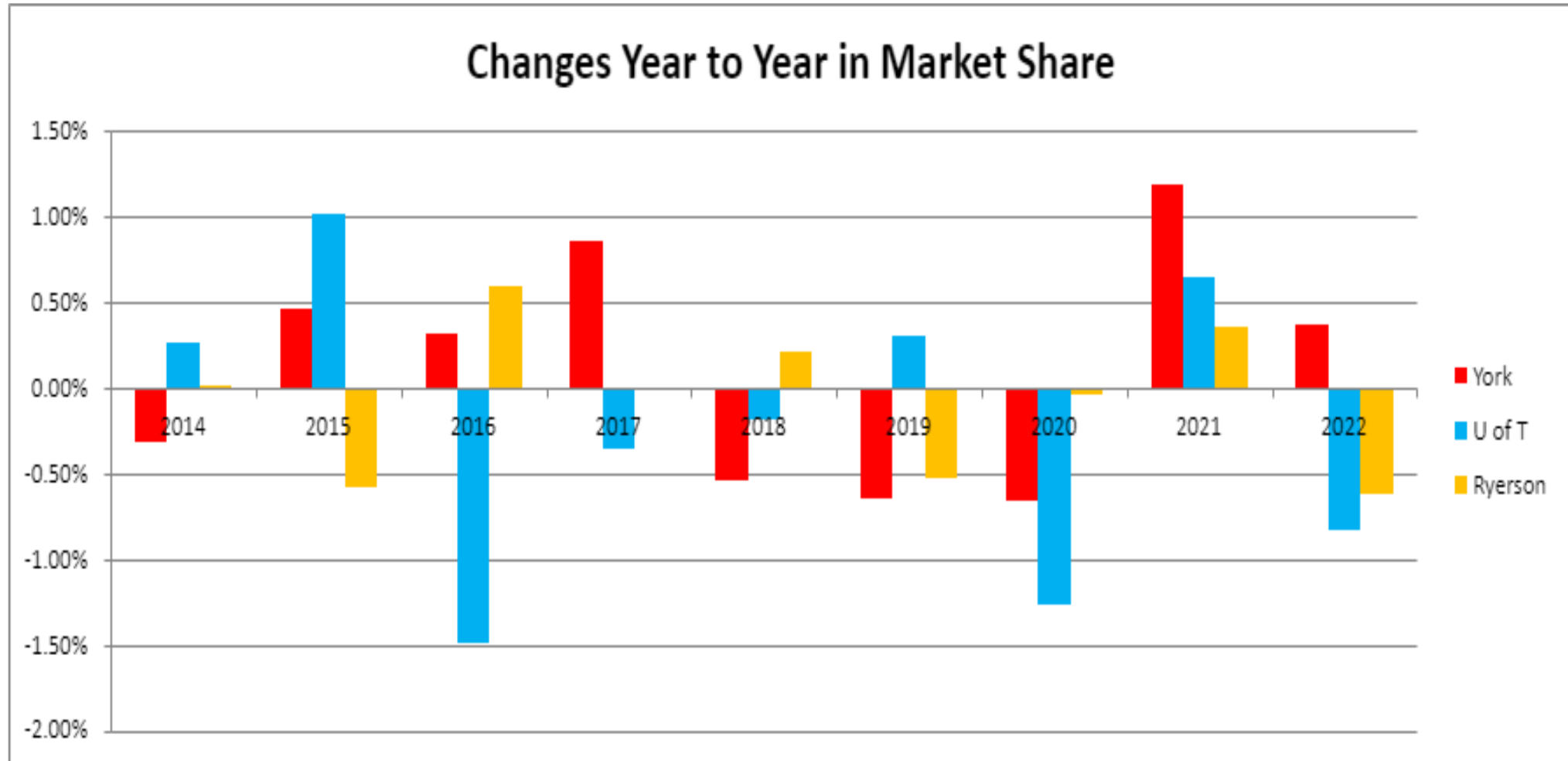
Explaining differences compared to target:

- While recruiting new students in the domestic market has been moderately challenging, doctoral enrolment performance is relatively good.

# Ontario Secondary School Market Share (101)



# Changes Year-to-Year in Market Share (101s)



# Looking ahead

- Due to a high volume of Fall deferrals by visa students, it is possible that the Winter term could see 200-300 additional FFTEs depending on the status of visa processing.
- Work on York's *Strategic Enrolment Management (SEM) Framework and Action Plan* is nearing completion and will harmonize recruitment and retention efforts across units enabling more integrated SEM practices.
- Our domestic recruitment results are showing strength and the *SEM Action Plan* will build on that momentum:
  - 101s: York's applicant market share was the second highest in a decade, and we are exceeding our 101 intake targets.
  - 105s: While the overall intake target was not met, we performed strongly on 1<sup>st</sup> year domestic 105s which yielded higher-than-expected FFTEs.

# Looking ahead

- Recruitment activities are focused on:
  - prioritizing processes that create as much time as possible for international students to obtain their student visas;
  - improving access to information among prospective domestic transfer students; and
  - further enhancing the new student financial assistance strategy by simplifying the application and evaluation process and embedding scholarship recipient stories into our marketing.
- The Internationalization and Global Engagement team is focused on:
  - developing regional engagement strategies and an international marketing plan;
  - student recruitment in-country presence;
  - enhancing the experience of international students;
  - rankings performance; and
  - developing global learning opportunities.





# Appendix

# Tenure Stream Faculty Complement (Heads) and Breakdown of Appointments and Departures by Faculty for 2009-2010 to 2022-2023 (per October 1, excluding Librarians)

**Total Tenure Stream Faculty Complement (excluding Librarians)**

2008 (Base Year)	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022 (prelim)
1424	1379	1364	1368	1382	1389	1368	1362	1381	1391	1413	1496	1535	1539	1,570

**New Tenure Stream Appointments by Faculty Breakdown**

Faculty	New Appts. @ Oct. 1, 2009	New Appts. @ Oct. 1, 2010	New Appts. @ Oct. 1, 2011	New Appts. @ Oct. 1, 2012	New Appts. @ Oct. 1, 2013	New Appts. @ Oct. 1, 2014	New Appts. @ Oct. 1, 2015	New Appts. @ Oct. 1, 2016	New Appts. @ Oct. 1, 2017	New Appts. @ Oct. 1, 2018	New Appts. @ Oct. 1, 2019	New Appts. @ Oct. 1, 2020	New Appts. @ Oct. 1, 2021	New Appts. @ Oct. 1, 2022 (prelim)
LA&PS	5	2	12	17	17	10	9	20	20	18	38	34	23	28
AMPD	1	0	2	4	1	2	1	2	2	2	10	9	6	4
Education	4	1	1	4	0	1	2	0	1	3	4	4	2	2
EUC	0	0	0	3	1	1	3	2	0	1	0	20	2	3
Glendon	2	0	1	2	2	3	5	8	4	4	9	5	3	
Health	1	6	5	11	0	3	2	10	9	14	35	8	6	9
Lassonde					76	10	7	10	11	11	10	6	7	17
Osgoode	1	1	4	1	3	2	3	2	4	5	3	2	3	3
Schulich	1	0	2	1	3	3	4	0	5	5	8	2	4	
Science	0	3	10	6	4	3	5	7	6	7	13	10	10	7
<b>Total:</b>	<b>15</b>	<b>13</b>	<b>37</b>	<b>49</b>	<b>107</b>	<b>38</b>	<b>41</b>	<b>61</b>	<b>62</b>	<b>70</b>	<b>130</b>	<b>100</b>	<b>66</b>	<b>73</b>

**Departures - by Faculty Breakdown**

Faculty	Departures @ Oct. 1, 2009	Departures @ Oct. 1, 2010	Departures @ Oct. 1, 2011	Departures @ Oct. 1, 2012	Departures @ Oct. 1, 2013	Departures @ Oct. 1, 2014	Departures @ Oct. 1, 2015	Departures @ Oct. 1, 2016	Departures @ Oct. 1, 2017	Departures @ Oct. 1, 2018	Departures @ Oct. 1, 2019	Departures @ Oct. 1, 2020	Departures @ Oct. 1, 2021	Departures @ Oct. 1, 2022 (prelim)
LA&PS	24	11	16	16	15	25	17	12	15	22	18	40	21	15
AMPD	6	3	0	4	5	4	5	6	7	2	4	3	8	7
Education	0	0	1	5	0	3	2	2	2	2	3	1	2	2
EUC	3	1	3	0	2	3	0	2	0	2	2	0	4	4
Glendon	8	1	2	1	4	5	3	4	3	2	3	0	5	5
Health	8	6	3	2	1	6	5	6	6	6	5	4	10	3
Lassonde						1	2	3	7	2	1	2	6	2
Osgoode	2	2	1	0	4	2	2	3	5	3	0	2	2	2
Schulich	2	1	1	4	0	5	2	2	5	4	4	4	0	1
Science	7	3	6	3	69	5	9	2	2	3	7	5	4	1
<b>Total:</b>	<b>60</b>	<b>28</b>	<b>33</b>	<b>35</b>	<b>100</b>	<b>59</b>	<b>47</b>	<b>42</b>	<b>52</b>	<b>48</b>	<b>47</b>	<b>61</b>	<b>62</b>	<b>42</b>

## Ratio: Undergraduate FTE / Tenure Stream FTE

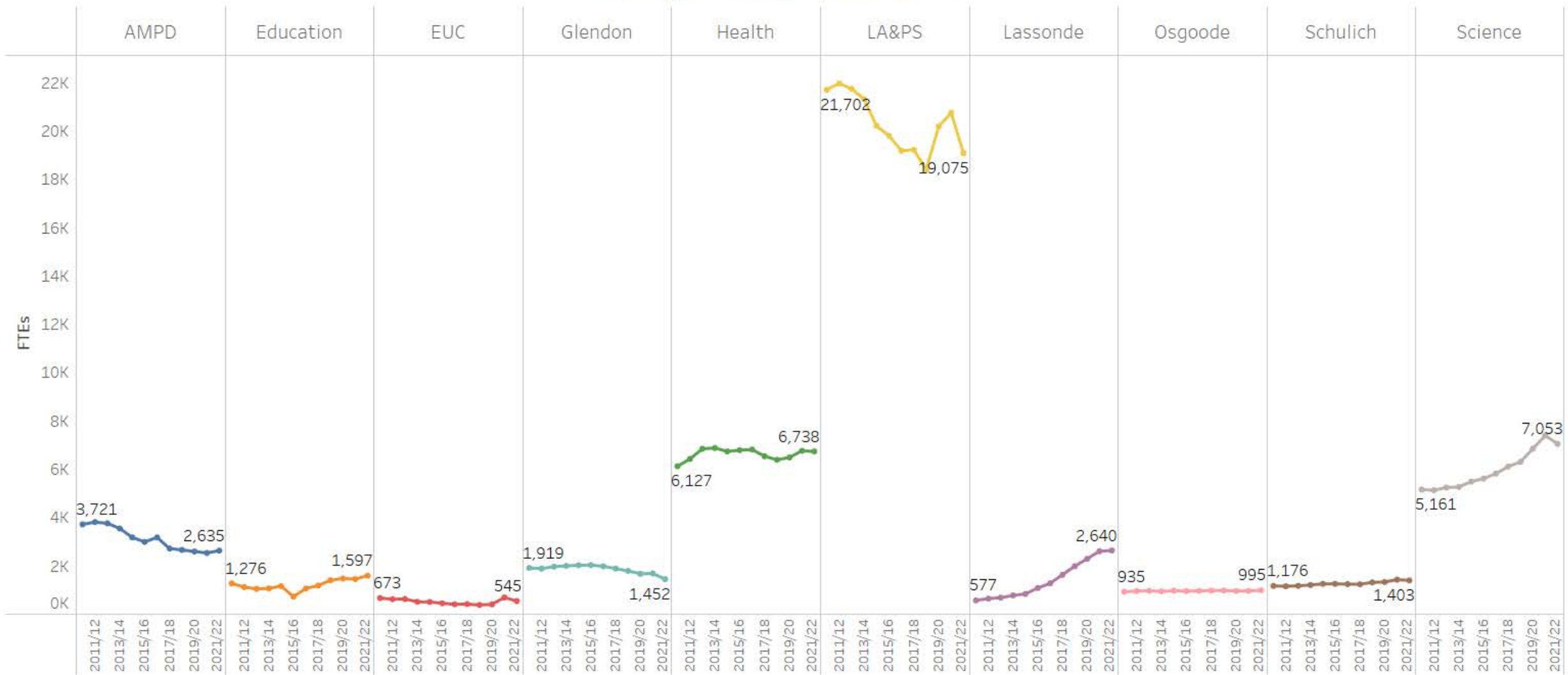
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<i>AMPD</i>	31.25	31.52	31.9	30.45	27.8	27.13	29.98	27.05	26.97	25.07	23.04	24.06
<i>Education</i>	26.8	23.7	22.85	22.66	25.48	15.87	23.99	29.9	34.4	34.5	32.18	33.92
<i>Environmental and Urban Change</i>	18.29	18.29	17.44	13.3	13.69	11.51	10.58	11.61	10.92	11.98	12.84	11.01
<i>Glendon</i>	23.23	23.23	24.23	25.21	26.11	26.15	24.2	22.76	21.65	19.2	18.84	16.18
<i>Health</i>	41.48	42.45	43.77	43.25	42.74	44.1	42.9	41.52	39.24	34.33	34.48	34.13
<i>LAPS</i>	38.77	39.85	39.44	38.16	36.62	36.27	35.08	35.78	34.73	36.88	38.16	34.69
<i>Lassonde</i>	9.38	10.41	10.7	10.81	10.36	12.53	13.62	16.98	19.03	20.5	22.09	21.64
<i>Osgoode</i>	18.37	18.45	18.74	18.18	18.66	18.24	18.21	19.08	18.77	17.08	17.92	18.16
<i>Schulich</i>	13.93	13.42	14.24	14.33	14.94	14.8	14.84	15.51	16.4	15.64	16.68	16.02
<i>Science</i>	38.61	37.43	37.99	37.77	39.43	41.3	41.9	43.75	43.81	46.15	48.29	44.44
<i>Total</i>	32.82	33.16	33.38	32.43	31.73	31.43	31.26	31.88	31.4	31.6	31.93	30.13

## Ratio: Total(Undergraduate + Graduate) FTE / Tenure Stream FTE

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<i>AMPD</i>	33.8	34.3	35.07	33.67	30.63	30	32.97	30.27	30.35	28.15	25.96	26.72
<i>Education</i>	30.94	28.06	27.17	26.66	29.82	20.1	28.58	35.77	40.27	39.86	36.85	38.22
<i>Environmental and Urban Change</i>	26.43	27.11	25.64	21.06	22.09	19.42	18.19	19.21	18.73	18.87	17.72	15.8
<i>Glendon</i>	24.1	24.46	25.68	27.02	28.04	27.7	25.58	24.13	22.93	20.21	20.09	17.24
<i>Health</i>	44.86	45.68	47.1	46.46	46.01	47.54	46.08	44.7	42.41	36.97	37.01	36.74
<i>LAPS</i>	41.14	42.42	42	40.65	39.11	38.89	37.6	38.42	37.56	39.59	40.89	37.55
<i>Lassonde</i>	11.8	12.63	12.87	12.87	12.46	14.6	15.71	19.44	21.84	23.68	25.33	25.11
<i>Osgoode</i>	22.53	22.5	22.65	22.58	24.07	23.6	24.24	25.01	24.77	23.41	25.82	25.34
<i>Schulich</i>	26.72	23.77	25.04	24.56	25.81	25.26	25.7	27.16	28.11	27.8	28.87	28.16
<i>Science</i>	41.28	40.09	40.67	40.41	42.03	44.12	44.57	46.39	46.42	48.67	50.71	47.11
<i>Total</i>	36.21	36.53	36.79	35.79	35.17	34.9	34.69	35.44	35.08	35.15	35.46	33.69

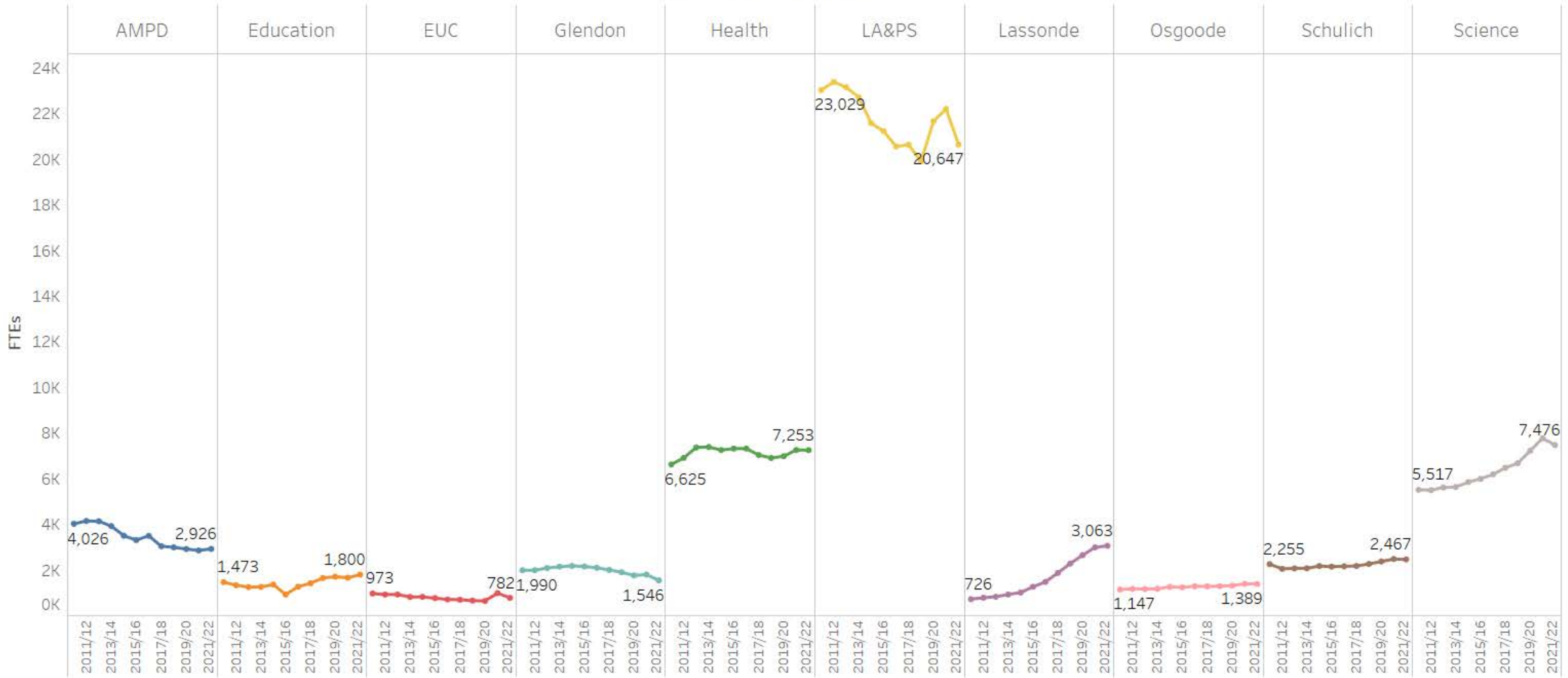
# Undergraduate Responsible FTEs breakdown by Faculty, 2010-11 to 2021-22

Undergraduate Responsible FTEs



# Total Responsible FTEs breakdown by Faculty, 2010-11 to 2021-22

## Total (UG+G) Responsible FTEs



## Complement: Details on 2022-23 Tenure Track Appointments Made to Date (As of Nov. 1, 2022)

<b>FACULTY</b>	Tenure Track (professorial) Authorized for 2022-23	Tenure Track (teaching) Authorized for 2022-23	Total Authorized 2022-23 (includes 14 rolled over from 2021-22)	Total 2022-23 Appointments Made to Date	Total Professorial Stream Appointments Made to Date	Total Teaching Stream Appointments Made to Date	Total 2022-23 Appointments In Progress	Total 2022-23 Appointments Failed/Cancelled/ Delayed
<b>AMPD</b>	7	2	9	5	3	2	-	4
<b>ED</b>	2	-	2	2	2	-	-	-
<b>EUC</b>	3	-	3	3	3	-	-	-
<b>GL</b>	1	1	2	0	-	-	-	2
<b>HH</b>	9	1	10	6	6	-	-	4
<b>LAPS</b>	31	7	38	29	23	6	-	9
<b>LIB</b>	3	-	3	2	2	-	-	1
<b>LSE</b>	13	4	17	17	13	4	-	-
<b>OSG</b>	2	-	2	2	2	-	-	-
<b>SCI</b>	9	5	14	7	4	3	1	6
<b>SSB</b>	1	3	4	-	-	-	2	2
<b>TOTALS</b>	81	23	104	73	58	15	3	28

## 2022-23 Tenure Track Appointments Made to Date (Nov. 1, 2022): Immigration and Equity Status

FACULTY	APPTS MADE (to date)	MALE	FEMALE*	CANADIAN	INTERNATIONAL	VISIBLE MINORITY/ RACIALIZED*	DISABILITY*	ABORIGINAL/ INDIGENOUS*
AMPD	5	3	2	3	2	4	-	-
Education	2	-	2	1	1	2	-	-
EUC	3	2	1	2	1	2	-	-
Glendon	0	-	-	-	-	-	-	-
Health	6	4	2	5	1	2	-	-
LAPS	29	14	15	20	9	16	3	-
Libraries	2	-	2	2	-	-	-	-
Lassonde	17	11	6	13	4	11	-	-
Osgoode	2	-	2	2	-	-	-	-
Science	7	2	5	5	2	-	-	-
Schulich	-	-	0	-	-	-	-	-
<b>TOTAL</b>	<b>73</b>	<b>36</b>	<b>37</b>	<b>53</b>	<b>20</b>	<b>37</b>	<b>6</b>	<b>3</b>

Note. \*Equity statistics are based on self-identification in the hiring process; self identification may be in more than one category. Not all intersectional self-identifications could be broken out for confidentiality reasons.

Source: Office of the P&VPA

November 2022

## Trends 2010-11 to 2022-23: Tenure Track Appointments Made to Date (Nov. 1, 2022): Gender Breakdown

APPT. YEAR	MALE		FEMALE		TOTAL APPTS.
2010-11	5	35.7%	9	64.3%	14
2011-12	26	65%	14	35%	40
2012-13	26	47%	29	53%	55
2013-14	23	64%	13	36%	36
2014-15	22	51%	21	49%	43
2015-16	16	35.7%	26	64.3%	42
2016-17	45	67%	22	33%	67
2017-18	30	50%	30	50%	60
2018-19	32	42%	44	58%	76
2019-20	57	44%	74	56%	131
2020-21	29	37%	49	63%	78
2021-22	28	37.8%	45	61%	74
2022-23	36	49.3%	37	50.7%	73
<b>TOTAL</b>	<b>375</b>	<b>47.5%</b>	<b>413</b>	<b>52%</b>	<b>789</b>

Note: One 2021-22 appointee identifies as non-binary gender.

Source: Office of the P&VPA

November 2022



## Trends 2010-11 to 2022-23: Tenure Track Appointments Made to Date (Nov. 1, 2022): Immigration and Equity Status

APPT. YEAR	CANADIAN		INTERNATIONAL		VISIBLE MINORITY/ RACIALIZED*		DISABILITY*		ABORIGINAL/ INDIGENOUS*		TOTAL APPTS
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
<b>2010-11</b>	13	92.9%	1	7.1%	4	28.6%	0	0%	0	0%	14
<b>2011-12</b>	34	85%	6	15%	12	30%	2	5%	1	2.5%	40
<b>2012-13</b>	44	80%	11	20%	14	25.4%	0	0%	1	1.8%	55
<b>2013-14</b>	33	91.7%	3	8.3%	12	33%	3	8%	0	0%	36
<b>2014-15</b>	36	83.7%	7	16.3%	4	9.3%	0	0%	2	4.6%	43
<b>2015-16</b>	37	88.1%	5	11.9%	9	21.4%	1	2.4%	0	0%	42
<b>2016-17</b>	60	89.6%	7	10.4%	17	25.4%	2	3%	2	3%	67
<b>2017-18</b>	55	91.7%	5	8.3%	13	21.6%	3	5%	3	5%	60
<b>2018-19</b>	69	90.8%	7	9.2%	23	30.2%	6	8%	2	3%	76
<b>2019-20</b>	113	86.3%	18	13.7%	41	31.5%	9	7%	7	5.4%	131
<b>2020-21</b>	66	84.6%	12	15.4%	33	42.3%	4	5%	2	2.5%	78
<b>2021-22</b>	59	79.7%	15	20.3%	41	55.4%	10	13.5%	5	6.7%	74
<b>2022-23</b>	53	72.6%	20	27.4%	37	51%	6	8.2%	3	4%	73
<b>TOTAL</b>	<b>672</b>	<b>85%</b>	<b>117</b>	<b>15%</b>	<b>260</b>	<b>33%</b>	<b>46</b>	<b>5.8%</b>	<b>28</b>	<b>3.5%</b>	<b>789</b>

\*Equity statistics are based on self-identification in the hiring process, self identification may be in more than one category.

Source: Office of the P&VPA

November 2022

## 2022-23 New Contractually Limited Appointments Made to date (Nov. 1, 2022): Immigration and Equity Status

<b>FACULTY</b>	<b>NEW APPTS MADE</b>	<b>CANADIAN</b>	<b>INTERNATIONAL</b>	<b>MALE</b>	<b>FEMALE*</b>	<b>VISIBLE MINORITY/ RACIALIZED*</b>	<b>DISABILITY*</b>	<b>ABORIGINAL /INDIGENOUS*</b>
<b>AMPD</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Education</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EUC</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Glendon</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Health</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>LAPS</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>-</b>
<b>Libraries</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Lassonde</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>Osgoode</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Schulich</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Science</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL</b>	<b>15</b>	<b>13</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>4</b>	<b>-</b>

\*Equity statistics are based on self-identification in the hiring process; self identification may be in more than one category. Not all intersectional self-identifications could be broken out for confidentiality reasons. Source: Office of the VPA&P

## Trends 2010-11 To 2022-23: New Contractually Limited Appointments: Gender Breakdown

APPT. YEAR	MALE		FEMALE		TOTAL APPTS.
2010-11	18	51.4%	17	48.6%	35
2011-12	8	38.1%	13	61.9%	21
2012-13	16	35%	30	65%	46
2013-14	9	36%	16	64%	25
2014-15	13	36%	23	64%	36
2015-16	6	50%	6	50%	12
2016-17	6	35.3%	11	64.7%	17
2017-18	7	35%	13	65%	20
2018-19	8	47%	9	53%	17
2019-20	6	55%	5	45%	11
2020-21	1	25%	3	75%	4
2021-22	6	40%	9	60%	15
2022-23	8	53%	7	47%	15
<b>TOTAL</b>	<b>112</b>	<b>41%</b>	<b>162</b>	<b>59%</b>	<b>274</b>

Source: Office of the P&VPA

November 2022

## Trends 2012-13 to 2022-23: Equity Status

APPT. YEAR		FEMALE		VISIBLE MINORITY/ RACIALIZED*		DISABILITY*		ABORIGINAL/ INDIGENOUS*		TOTAL APPTS
2012-13	TS	29	53%	14	25.4%	0	0%	1	1.8%	55
	CLA	30	65%	16	35%	1	2.2%	0	0%	46
2013-14	TS	13	36%	12	33%	3	8%	0	0%	36
	CLA	16	64%	6	25%	0	0%	0	0%	25
2014-15	TS	21	49%	4	9.3%	0	0%	2	4.5%	43
	CLA	23	64%	9	25%	3	8.3%	1	2.7%	36
2015-16	TS	26	61.9%	9	21.4%	1	2.4%	0	0%	42
	CLA	6	50%	5	41.6%	0	0%	0	0%	12
2016-17	TS	22	33%	17	25.4%	2	3%	2	3%	67
	CLA	11	64.7%	7	41%	1	6%	1	6%	17
2017-18	TS	30	52.7%	13	21.6%	3	5%	3	5%	60
	CLA	13	65%	8	40%	1	5%	0	0%	20
2018-19	TS	44	58%	23	29%	6	8%	2	2.6%	76
	CLA	9	53%	6	35%	0	0%	0	0%	17
2019-20	TS	74	56%	41	31.5%	9	6%	7	5%	131
	CLA	5	45%	4	36%	0	0%	0	0%	11
2020-21	TS	49	63%	34	44%	4	5%	2	3%	78
	CLA	3	75%	0	0%	1	25%	0	0%	4
2021-22	TS	45	61%	41	55.4%	10	13.5%	5	6.7%	74
	CLA	9	60%	6	40%	2	13%	0	0%	15
2022-23	TS	37	50.7%	37	51%	6	8.2%	3	4%	73
	CLA	7	47%	8	53%	4	27%	0	0%	15
TOTALS	TS	390	53.1%	245	33.3%	44	6.0%	27	3.7%	735
	CLA	132	60.5%	75	34.4%	13	6.0%	2	0.9%	218

## Complement: Breakdown of 2023-24 Authorized Tenure Track Appointments To Date (As of Nov. 1, 2022)

FACULTY	Professorial Stream								Teaching Stream				Total to date (includes 26 rolled over from 2022-23)
	Other Professorial Stream	Aboriginal/Indigenous	Black	Woman/BIPOC/LGBTQ+	BIPOC	Markham	VISTA	Total Professorial Stream	Other Teaching Stream	Aboriginal/Indigenous	Markham Teaching	Total Teaching Stream	
AMPD	6		1					7					7
ED	3							3					3
EUC													
GL		1						1					1
HH	10	1	2				1	14	3			3	17
LAPS	22	2	7			3		34	6			6	40
LIB	2					1		3					3
LSE	6			1	1			8	3			3	11
OSG													
SCI	10	2	2			1		15	1			1	16
SSB	3							3					3
<b>TOTAL</b>	<b>62</b>	<b>6</b>	<b>12</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>88</b>	<b>13</b>			<b>13</b>	<b>101</b>

## Report to Senate

At its meeting of November 24, 2022

### Notice of Statutory Motion

#### a. Establishment of the degree of Master of Health Industry Administration • Schulich School of Business

It is the intention of ASCP to make the following recommendation in a statutory motion:

That Senate approve the establishment of the degree of Master of Health Industry Administration.

#### Rationale:

The full proposal and supporting documentation are included as Appendix A. The proposed new Master of Health Industry Administration degree program seeks to prepare students for the growing demand for health leadership and management in the healthcare industry through a unique combination of management and healthcare administration knowledge. The program will be open both to students who have recently completed undergraduate degrees and healthcare practitioners who are currently working in entry-level facets of healthcare administration but who wish to progress to higher and broader organizational leadership roles in health administration. The MHIA has the potential to serve as an intermediate step for students who, should they wish to progress to senior leadership positions, may choose to enroll in an MBA or EMBA program.

The program is distinct from other Management and Health Administration programs within Schulich, York and Canada, through its integration of leadership development, strategic thinking, systems design and healthcare quality. Healthcare administration programs exist in the Canadian context but vary in terms of the offering unit, degree type, delivery format and duration. Given the challenges and transformations occurring in the healthcare sector in Canada and around the world and the limited number of health administration programs offered by business schools, the program is timely and

## ASCP – Report to Senate

fills an unmet need. The new degree type is appropriate as it clearly reflects the focus of the degree and program.

Unique program learning outcomes have been articulated for the new degree program, with careful consideration to identify appropriate course sequencing to enable students to build upon their knowledge over the course of the program. Equity, diversity and inclusion principles will be embedded throughout the program and are expressed in the learning outcomes. A number of experiential learning components, such as case analyses, simulations and community-faced projects, will contribute to the achievement of the learning outcomes.

Building on the existing Health Industry Management specialization within the MBA program and Health Industry Management Diploma, Schulich is well positioned to deliver a high-quality program. The external appraisers endorsed the program and the proponents incorporated some of their recommendations in the proposal and committed to considering others, such as the creation of a part-time option, once the program has launched and is well-established.

Statements from the Faculty of Health and organizations in the healthcare sector confirm consultation on and support for the proposed degree. Statements from the Dean and Provost confirm the resources for the new program.

Once the degree type is approved by Senate, a companion resolution to establish the Master of Health Industry Administration degree program will come forward for approval.

**Approvals:** Schulich Faculty Council April 22, 2022 • ASCP September 28, 2022 • APPRC November 3, 2022 (concurrence)

### For Action

#### **New Program**

#### **b. Establishment of MA and PhD programs in Global Health • School of Global Health • Faculty of Health**

ASCP recommends,

## **ASCP – Report to Senate**

That Senate approve the establishment of MA and PhD programs in Global Health in the School of Global Health, Faculty of Health, effective FW2023-2024.

### **Rationale:**

The proposed Master's and PhD Programs in Global Health aim to prepare future leaders who contribute to transformational change in global health through research, practice, and policy. They seek to cultivate critical and solutions-focused inquiry that unites expertise across multiple disciplines to foster integrative thinking and enable students to engage in independent, interdisciplinary original research that provides a foundation for advancing the next generation of leadership needed to overcome the global health challenges of the 21st century.

The new graduate offerings seek to leverage opportunities to foster interdisciplinarity across faculties in York University as well as in other universities through cotutelle opportunities. The proposed Global Health PhD Program would allow students to choose one of three paths: (i) single degree program, (ii) inter-institutional cotutelle program, or (iii) intra-institutional cotutelle program.

The proposed PhD in Global Health has been designed to be flexible and foster deep interdisciplinary experience in the achievement of program learning objectives and outcomes, offering bespoke learning for each student and project. The program will be structured and fostered by the independent learning plan (ILP) co-developed by student and supervisor(s) setting out the best way for the student to satisfy the program learning outcomes given their experience and the research to be undertaken. Program requirements will include a core course comprised of modules, and a seminar course supported by the Dahdaleh Institute for Global Health Research. Guided by the ILP, students will take additional courses or training opportunities that support their area of research and develop a skill set around a hybrid disciplinary area. These requirements support the achievement of the program learning outcomes that have been articulated for the programs.

The proposed PhD in Global Health and another field would most closely mirror a cotutelle, albeit an intra-institutional cotutelle program. Similar to interinstitutional cotutelle programs that are based on existing, approved programs, no separate appraisal or review process would apply.



## ASCP – Report to Senate

Consistent with the 2020-2025 University Academic Plan, a core objective is to encourage international applicants including those from low- and middle-income countries (LMICs) to enhance diversity and equity in program access in partnership with the United Nations Institute for Training and Research (UNITAR).

The full proposal is available as ASCP Appendix B. Statements from the Dean and Provost confirm the resources for the new program.

**Approvals:** Health Faculty Council May 5, 2021 • ASCP February 23, 2022 • APPRC November 17, 2022 (concurrence)

### Policy Item

#### c. Implementation of the new grading schemes

ASCP recommends,

That Senate approve in principle, with an effective date to be recommended in due course,

1. The phased implementation of the new grading schemes, whereby phase 1 comprises the translation of GPAs to the 4.0 scheme with the additional academic standing elements of the *Policy on York University Grading Schemes* to be implemented in conjunction with the new Student Information System;
2. Revisions to and the change in the name of the *Common Grading Scheme for Undergraduate Faculties Policy* to the *Pan-University Grading Schemes Policy*, as set out in Appendix C; and
3. Revisions to *Progression Requirements to Maintain Honours Standing* and *Progression Requirements to Maintain Honours Standing in Bachelor of Engineering*, as set out in Appendix D.

#### Rationale:

As reported to Senate in March and June 2022, the implementation of the new grading schemes has been deferred from the original FW2023-2024 timeline as a result of delays finalizing academic and program regulation changes, the prioritization of other projects considered mission critical, and the current understanding of the technical effort required on the system underpinning academic decision structures. In response to this reality, the Office of the University Registrar (OUR) and the Working Group

## ASCP – Report to Senate

charged with the technical implementation of the new grading schemes undertook an analysis of several different approaches to implementation. These options were presented and discussed at the November 2 and 16 ASCP meetings. It is anticipated that the phased approach will likely enable students to benefit from the 4.0 scale the soonest which, Senators will recall, was a major impetus behind the move to the new scale as translations of the 9.0 scale by other institutions appear to result in interpretations that are perceived to create inequities for York students. In combination with the information and resources available at this time to support the project, ASCP members agreed that phased implementation is the most prudent option.

Phased implementation entails decoupling the grading scheme conversion from the academic standing, Honours progression and academic sanctions elements of the Policy, with the project being completed in two phases as follows.

1. Phase 1: the GPA values are changed to reflect the 4.0 grading scheme and the current Honours progression legislation is modified in the current student information system.
2. Phase 2: the additional academic standing elements of the *Policy on York University Grading Schemes* are to be implemented in conjunction with the new student information system.

In order to operationalize this approach, several additional policy changes are needed. These include revisions to the *Common Grading Scheme for Undergraduate Faculties* and the existing Honours Progression policies to reflect the 4.0 scheme. As outlined in Appendix D, it is proposed to adjust the Honours Progression legislation in a manner that meets the spirit of the new policy framework by setting the progression GPA at 1.70 until the end of Year 3; it then increases to the graduation requirement of 2.00 in Year 4. The standardization of academic sanctions would be deferred to the second phase. The revised Common Grading Scheme and Honours Progression policies will serve as a bridge until the complete framework associated with the *Policy on York University Grading Schemes* can be implemented. The purpose of the first phase is the translate GPAs from the 9.0 to the 4.0 scale and prepare for the transition to the new policy framework. In the meantime, the *Policy on York University Grading Schemes* will continue to be accessible on the ASCP website and will serve as a guidepost for academic policy development in the coming years.

While it is estimated that the timeline to implement the 4.0 scale would be approximately 18 months, UIT's continued retention and recruitment challenges will

## **ASCP – Report to Senate**

influence when the project can be initiated. Given the number of unknowns that remain with the Student System Renewal Project, the introduction of the other elements of the policy framework could be delayed by several years.

**Approvals:** ASCP November 16, 2022

### **For Information**

#### **a. Minor Modifications to Curriculum**

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

##### **School of the Arts, Media, Performance & Design**

Minor changes to degree requirements for the BA programs in Cinema and Media Studies, Department of Cinema & Media Arts

##### **Faculty of Education**

Minor changes to degree requirements for the BA programs in Educational Studies

##### **Schulich School of Business**

Minor change to degree requirements for the MBA program

Minor change to admission requirements for the Diploma in Intermediate Accounting and Master of Accounting programs

Minor change to degree requirements for the Master of Finance program

##### **Schulich School of Business / Faculty of Science**

Minor change to degree requirements for the Diploma in Financial Engineering program

##### **Faculty of Science**

Minor change to degree requirements for the Astronomy and Physics streams within the Honours Minor BSc program in Physics and Astronomy, Department of Physics and Astronomy

Establishment of the CAPS rubric

#### **b. Implementation of the new grading schemes**

## **ASCP – Report to Senate**

ASCP approved the following changes to academic regulations and degree requirements associated with the transition to the new grading schemes.

### **Faculty of Graduate Studies**

Regulations pertaining to admission requirements

### **Faculty of Health**

Graduate programs in Kinesiology and Health Science

BA and BSc programs in Psychology

York-Seneca Rehabilitation Services Certificate

Certificate in Psychological Methods and Data Analysis

Martin Bunch, Chair

**York University**  
**New Program Proposal**

**Master of Health Industry Administration**  
**(MHIA)**

October 2022

**Prepared by:**

**Amin Mawani**  
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## 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 Master of Health Industry Administration (MHIA) program is designed to address an unfilled need in post-graduate management education – to increase the available pool of highly capable professionals to fill the growing demand in the burgeoning healthcare industry. Combining Schulich’s strength of high-quality management education with specialized expertise in the field of healthcare administration, the proposed 12-month (3-term) full-time program will be unique in both Ontario and Canada and will offer explicitly designed courses for a changing healthcare industry.

The program has been designed by faculty within Schulich’s newly created *Krembil Centre in Health Management and Leadership*, a holistic initiative designed to promote the field of health leadership and management through education, applied research and industry collaboration. Building on the School’s existing Health Industry Management specialization and graduate diploma, along with a diverse alumni pool and wide range of sector partners, this highly applied professional program will integrate leadership development with a focus on strategic thinking, systems design, healthcare quality, and value-creation. The mission of the program is to prepare students with the leadership and management skills needed to thrive and make a difference in a transformational industry, in both the public and private spheres, and to help build the next generation of healthcare leaders for emerging global challenges and the workforce of tomorrow.

The MHIA will serve two sets of potential students. Apart from the traditional direct entry undergraduate, the program will be open to healthcare practitioners who are currently working in entry-level facets of healthcare administration but who wish to progress to higher and broader organizational leadership roles in health administration. The MHIA can therefore be seen as an intermediate step on a path of lifelong learning that may, at a later stage, include enrolment in an MBA or EMBA program to complement graduates’ skills with those required for senior and more generalized leadership positions.

### **Demand for the Program**

The Canadian healthcare system, along with others around the world, is currently challenged and requires major transformational changes to adapt to limited financial resources, an aging population, and the emergence and adoption of new delivery models and technologies, including artificial intelligence, business analytics, and virtual care.

COVID-19 has also acted as an additional catalyst for growing demand for healthcare management. For these reasons, it is projected that there will be significant job growth in every area of the healthcare employment industry in the coming years, with particular demand for management and leadership roles. Several influential publications and websites point to healthcare management as being one of the top five jobs in demand in the next few decades:

- Accenture Consulting claims that as a result of the pandemic “Every Business will be a health business”, given the need to invest in new health measures to keep employees and customers safe (Harper, 2020).<sup>1</sup>
- Workopolis forecasts that the healthcare sector will be a high-growth area for jobs beyond 2020.<sup>2</sup>
- The U.S. Bureau of Labour Statistics reports a strong job outlook and starting salaries for healthcare administrators.<sup>3</sup>
- The Healthcare Management Degree Guide forecasts growing prospects for a degree in healthcare management and jobs in healthcare management.<sup>4</sup>
- The Job Bank indicates that job opportunities for managers in health care (NOC 0311) are fair in Ontario and Canada over the next 3 years but that individuals with a business-related master's degree with some specialization in health services administration could have enhanced job prospects. Managers in health care will continue to be required to support more complex financing and structural issues to the changing health care sector, and the general demand for health care is expected to grow as the proportion of seniors in Ontario is projected to increase.<sup>5</sup>

Twenty years ago, health administration degrees simply focused on the traditional core subjects of accounting, finance, marketing and organizational behaviour. However, health administration has become an increasingly complex field over recent years. For example, a healthcare administrator now has to be familiar with data analytics to capture and make sense of the links between patient health outcomes and resources. They must also be able to manage the deep and broad supply chains of the inputs that must arrive in a timely and cost-effective manner without disruption. A viable health administration degree today needs to offer training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy, and strategy, all in addition to the traditional foundational disciplines such as accounting, finance, marketing, strategy, organizational behavior, and management of information systems.

<sup>1</sup> Retrieved from: <https://www.bbc.com/news/business-52289142>

<sup>2</sup> Retrieved from: <https://careers.workopolis.com/advice/career-trending-where-the-jobs-will-be-through-2020-and-beyond/>

<sup>3</sup> Retrieved from: <https://www.bls.gov/ooh/Management/Medical-and-health-services-managers.htm>

<sup>4</sup> Retrieved from: <https://www.healthcare-management-degree.net/faq/what-does-the-future-hold-for-careers-in-healthcare/>

<sup>5</sup> Retrieved from: <https://www.jobbank.gc.ca/marketreport/outlook-occupation/1708/ON>

The skill set required for today's health administration degree is eclectic, combining both "hard" and "soft" skills. For entry-level health administration positions, practitioners need critical analytic skills that are applicable to day-to-day problem solving. To make any data-driven analysis relevant and actionable requires a managerial perspective on the organization's goals and its environment. Successful practitioners will need the requisite skills in critical thinking, problem solving, and communication within and between organizations, in both the public and private sectors, along with the ability to make informed and nuanced professional decisions that consider the ethical, social and environmental contexts. Finally, no healthcare administrator can succeed in their role without having the ability to successfully project manage a new initiative from start to finish.

In April 2021, the task force, with the help of York Consulting Group (YCG), conducted interviews with five healthcare practitioners that had completed Schulich's executive education program in healthcare management. The YCG also interviewed 17 healthcare industry professionals from 13 different organizations to get their perspectives on the proposed MHIA syllabus. Exposed to the program design, they indicated that would be supportive of hiring graduates into both entry level and mid-level positions, depending on prior qualifications and experience. As importantly, many of them said that they themselves would be interested in completing the degree if it was offered as a part-time program that allowed them to pace the course work with the requirements of their professional careers. This can be interpreted not only as a strong endorsement of the curriculum, but also the attractiveness of the program among working professionals, many of whom have arrived at their positions largely through on-the-job training.

To further gauge demand, the task force, with the help of the YCG, initiated two surveys of students who had recently completed an undergraduate degree. They were followed by interviews with 53 respondents. The majority of these respondents indicated an interest in the MHIA. Follow up interviews with these students emphasized that Schulich's own undergraduates are a valuable source of potential future students for the MHIA. A second survey of undergraduate students (some domestic, some international) graduating from other York University programs in health, arts and sciences indicated that a significant number were interested in a masters level business degree. Subsequent analysis also indicated that there was some sense of urgency to be admitted to a program such as the MHIA soon after graduation in order to improve employability in a growth industry.

Full details of the survey and interviews conducted can be found in Appendix 1.

### **Method Used to Develop the Program**

The program has been designed by a Schulich-based task force established by the Dean of the Schulich School of Business. To develop the learning outcomes and curriculum content the task force obtained input from the relevant subject matter disciplines within Schulich, as well as from prospective students and potential employers. The task force also sought input from management practitioners in industry and government, consultants, and



industry associations to fully understand the emerging trends and the knowledge requirements for health administration careers. The learning outcomes in turn informed which courses are needed to provide future graduates with the required knowledge and skills.

Schulich's Student Services and International Relations department (SSIR) has reviewed the proposed program to provide input, as has the School's Career Development Centre (CDC). The School's Committee for Equity and Community (CEC) has also reviewed it to determine ways to incorporate principles and practices of equity, diversity and inclusion within the curriculum (see section below on Equity, Diversity and Inclusion).

The School also recognized the need to engage in consultation with the Faculty of Health in order to align the two faculties' curricular initiatives as much as possible and avoid any potential for overlap or duplication. An initial conversation involving the deans of the two units took place in February 2021, and the School has re-engaged the Faculty in December 2021 to share details of the more solidified program proposal. The School has requested a letter of support outlining the Faculty's perspective on the new program and this letter will be included in the proposal as soon as it is available.

All letters of support and consultation for the program can be found in Appendix 2, including a letter from the Dean as well as a number of experts from industry. Additional letters of support will be added as they are available.

The task force will continue to incorporate feedback from various parties as the proposal moves through the approval process, and this section of the proposal will be updated as the consultation takes place.

### **Competing Programs**

There are currently few programs in the field of health administration offered by business schools – both in Ontario and globally. Schulich aims to fill this gap with this proposed new offering.

Online searches augmented with phone calls to administrators revealed the number of programs in the Canadian landscape. The search focused on this landscape because the task force believes that students will most likely identify their desired country of study first before identifying their preferred programs. However, the program is general enough to be of relevance globally as well as general enough to be of interest to those interested in healthcare administration wherever they may come from.

Please see Appendix 3 for a table outlining the details of the relevant programs in the Canadian landscape. Overall, there is strong demand for programs focused on healthcare administration, but no dominant model for how best to design or deliver them. The programs are offered by different units (e.g., a faculty of health, a business school, a school of public health, a faculty of applied sciences, or a collaboration between more than one unit). The programs also range in degree type (e.g., Master of Science, Master of Health

Science, a variety of specialized masters degrees, dual degrees between various units, etc.), in focus (e.g., e-health, global health, community care, public health, health informatics, etc.), delivery format (e.g., full-time, or both full- and part-time; fully in-person, or both online and in-person; internship or no internship; modular or course based) and in duration (e.g., anywhere from 12-20 months for the full-time offerings).

The MHIA task force believes that a program with a multi-industry healthcare focus (e.g., they cover a range of sectors such as pharmaceuticals, long-term care, medical devices, hospitals, etc.) is ideally located in a business school because its faculty and students are familiar with a large cross section of industries and the differences or commonalities in strategic, financial and logistical aspects within each industry. The many different sectors within healthcare each have positive or negative externalities on each other. For example, better pharmaceutical drugs or medical devices could speed up diagnoses at physicians' offices and reduce length-of-stay and costs at hospitals. These interactions need to be recognized and measured in deciding on optimal healthcare resource allocation at the policy level as well as in the private sectors.

### **MHIA Rubrics**

A fair bit of thought was put into the name of the new proposed degree program: Master of Health Industry Administration, with courses abbreviated as MHIA. *Health* refers to the overall focus of subject matter (and short for Healthcare). We used the term *Industry* to emphasize and differentiate our program to include all subsectors of the broad healthcare industry – which includes not-for-profit hospital sector as well as the for-profit sectors such as pharmaceuticals, medical devices (which is a growth sector in the GTA, for example), long-term care facilities, consulting services, e-health and others. The final term of *Administration* was designed to parallel the 'A' in our crown jewel – the Schulich MBA program. The use of the word 'Administration' was deliberately used to distinguish our new degree from programs offered (or proposed) by the School of Health Policy and Management (SHPM) in the Faculty of Health. SHPM was the first mover in using Management in their Departmental name, and we did not want students to be confused between the different programs offered by SHPM and Schulich. Administration is also included in the more prevalent Master of Health Administration (MHA) degree programs in the U.S.

### **Equity, Diversity & Inclusion (EDI)**

The MHIA Program incorporates Equity, Diversity and Inclusion (EDI) principles in its core curriculum. We have done this by incorporating specific content (e.g., lectures specifically focusing on EDI in many courses) as well as in delivery (e.g., ensuring case studies feature protagonists from diverse backgrounds, readings from diverse authors, and settings where an inclusive environment is fostered).

The healthcare sector is rife with inequities in access and treatments of patients from different backgrounds. The pandemic exposed many of these inequities where certain racialized groups had disproportionately more negative health outcomes. Front-line staff were often from racialized groups and suffered more adverse health consequences because they had fewer opportunities to work remotely, had fewer childcare alternatives, and had lesser access to vaccinations (in part because they had to be at work during clinic hours and had fewer pharmacies and vaccination clinics in their neighbourhoods).

Our coursework also incorporates how EDI concepts such as decolonization and Indigenization have an impact on access and outcomes of health. Students having this background early in the program will prompt all course instructors to think more systematically and deeply about these issues and incorporate them.

Healthcare industry leaders and administrators coming out of our MHIA program will be aware of systemic racism and other inequities in our healthcare system, and will be trained in addressing these deeply ingrained issues. Schulich will be training future healthcare industry leaders who will seek to make our healthcare system more equitable and accessible to everyone.

Almost all of our proposed courses in the MHIA program incorporate EDI principles. Discussions on Healthcare Quality (MHIA 6160) and on Healthcare Performance Metrics (MHIA 6170) are accompanied by a discussion on how such quality outcomes (e.g., hospital revisits within 30 days or preventive care such as mammograms) vary across race, gender and income groups of patients. Having these measures of healthcare access and healthcare outcomes readily visible on managerial dashboards keeps EDI principles front and centre of managerial decision making, and therefore continuous improvement.

In most cases, the EDI principles are part of the Expected Learning Outcomes section of the Course Outlines. In some cases, they are part of the Extended Course Descriptions. In the marketing course (MKTG 5201), EDI principles are prominently covered in Class # 3, 4, 6, 9 and 11. Class # 9 includes coverage of Social Determinants of Health, while Classes # 9 and 11 include coverage of Indigenous Health. The course on Preventive Healthcare (MHIA 5130) also discusses social and commercial determinants of health.

## **2. EVALUATION CRITERIA**

### **2.1 Objectives of the program (QAF 2.1.2.1)**

The Schulich School of Business proposes to establish the MHIA degree to prepare students with the necessary skills and knowledge to obtain entry-level management positions in the healthcare industry. The overarching goal is to help build highly competent managers who are prepared to creatively tackle the challenges of a complex and growing field.

The program emphasizes management skills and leadership development, along with key skills necessary for success in the field, including strong oral and written communication, nuanced professional and ethical judgment, and project management.

Experiential learning is a key component of this highly applied program as students gain hands-on skills necessary for employment. The programs' strong connections to industry, via its faculty network and alumni pool, will help provide a thorough and up-to-the-minute understanding of the field. Students will engage in real-world learning opportunities throughout the curriculum and gain on-the-ground exposure to key facets of healthcare industry, in the public and private sectors.

The program aspires to graduate individuals from the program who:

- have a thorough understanding of the core tenets of both management and healthcare administration
- are effective communicators and team members
- recognize the ethical, social, and environmental issues inherent in healthcare administration and exercise informed professional judgment
- can successfully manage a healthcare-related project from start to finish
- exhibit leadership and entrepreneurial qualities
- are intellectually curious and committed to continuous learning

The target market is undergraduates aspiring to work in healthcare and contribute to population health. Graduates emerging from non-business and general business undergraduate programs require specialized education in order to find meaningful employment in entry-level administration positions in private, public, or non-profit health organizations. In addition, recent university graduates and others who currently are working in the health industry will be able to advance their careers in health administration via this proposed degree. Graduates of the MHIA will be eligible for roles in healthcare administration, such as program managers for health service providers. They may also obtain roles in the delivery of virtual care and e-health, front-line management in long-term care facilities, marketing for medical devices, logistics planning for healthcare, supply chain management in healthcare, and data analytics in both private and public healthcare.

The MHIA will be launched as a full-time program in Fall 2023. The School also plans to launch a part-time pathway to completion as soon as there are sufficient numbers to warrant a second section of classes. For more detail, please see the section on full-time and part-time options.

### **Consistency of the Program with the Institution's Mission and Academic Plans**

#### **University Academic Plan**

The proposed MHIA program will support many of the University's goals as outlined in the 2020-2025 University Academic Plan (UAP), including:

### **21<sup>st</sup> Century Learning**

- ***Continued efforts to make York a more attractive destination for all potential students, including Indigenous students and equity seeking groups***
- ***Pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews***

The MHIA program is committed to equity, diversity and inclusion (EDI) and helping the School achieve its goals in these areas. The program proposal has been reviewed by the School's Committee for Equity and Inclusion (CEC) to incorporate EDI principles and practices. The Chair of the CEC also serves as a member of the program committee tasked with reviewing and approving the proposal during the first stage of the curricular governance process. Suggestions from the CEC for how to incorporate or address EDI issues in the program and curriculum were welcomed by the program development task force and incorporated into the proposal and course outlines.

- ***Additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international***

It is anticipated that the proposed program will be attractive to international students as it is sufficiently general and comprehensive to be relevant to healthcare industries globally. Topics such as logistics, data analytics, accounting, finance and virtual / e-health forces are global in nature. Pressures on global healthcare budgets and the corresponding search for value in healthcare are also prevalent in all jurisdictions. Further, as with Schulich's other one-year masters programs, graduates of the MHIA program would be eligible to apply for a Post-Graduation Work Permit (PGWP), which is an attractive prospect for those looking to gain a career foothold in Canada.

- ***Continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking***
- ***Build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media***

This program has been developed in response to the growing need for more highly capable leaders for the healthcare industry along with a gap in programs offered by business schools in the field of healthcare administration. The program's learning outcomes include a focus on understanding the foundations of

management, leadership, and healthcare administration. They also include the ability to think critically and strategically, communicate clearly and persuasively both orally and in writing, effectively present data in a visual manner, manage a project from start to finish, and understand and respond to the broader social and ethical contexts of the field that form an essential part of well-informed professional judgment and decision-making.

- ***Offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers***
- ***Encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge***

This program proposes to serve two sets of potential students. Apart from the traditional direct entry student, the program will be open to healthcare administration professionals who are currently working in an entry-level facet of the industry but wish to progress to higher and broader organizational leadership roles in the field. The program will offer the opportunity to broaden their knowledge while also accumulating experience.

The program will serve these two groups by offering its courses in the evenings and on weekends, thereby enabling working professionals to participate.

For this reason, the MHIA may be seen as an intermediate step on a pathway of lifelong learning that includes a possible MBA or EMBA program later on to complement graduates' skills with those required for senior and more generalized leadership positions.

- ***Attain our goal of providing every student with an experiential learning opportunity, regardless of program***

While most courses in the program contain some form of experiential learning (e.g., case analysis activities, guest speakers from industry, simulations, etc.), the program also offers a capstone course titled MHIA 6100 3.00 Strategy Consulting Study in Healthcare. This course offers an innovative student learning experience in which students have the opportunity to apply theories and concepts to a real-world company problem as they prepare consulting reports under the supervision of experts from academia, business and health organizations.

- ***Maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities***

Entrepreneurialism and innovation will also be at the core of our teaching and learning by supporting our students and community members as they seek to create new opportunities in healthcare. Students will take a required course focused on entrepreneurialism titled HIMP 6180 3.0: Entrepreneurship & Innovation in Healthcare. Expanding the focus on social enterprise and non-profits will be particularly important in achieving this goal, as it leverages York's established strength in social engagement and our commitment to equity and inclusion.

### ***Working in Partnership***

- ***Developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation***

Schulich's MHIA degree program will be aligned with and serve York's long-term vision for a community-focused medical school in the city of Vaughan addressing Ontario's unmet health care needs by focusing on integrated care, family medicine and health and well-being throughout the life course. The MHIA at the business school will also focus on community-based illness prevention programs and it will teach graduates how to demonstrate and articulate how healthcare interventions can be cost-beneficial. Such a skill set will allow clinical and medical researchers to advance their causes for more sophisticated and more targeted healthcare delivery.

### **York's Strategic Mandate Agreement for 2020-2025**

The proposed MHIA also aligns with York University's Strategic Mandate Agreement on many fronts. The emphasized program areas of strength and growth listed in the SMA 3 include business, management, marketing, and related support services, as well as health and health care, and the university expects these clusters of programs to be significant drivers of enrolment in the coming years. The MHIA aims to contribute to this growth at the graduate level. By providing a net addition to the University's masters complement, it will help the University to address its goal of enhanced graduate studies and reaching the masters-level enrolment target. The MHIA will also contribute to positive economic outcomes for its graduates, aligning postsecondary education with labour market outcomes, and expanding access to entrepreneurship training, which will help the University to meet the growing demand for graduates with technology and entrepreneurship skills. In sum, the program is a manifestation of York University's focus and specialization at the intersection of healthcare, management and technology.

Schulich's MHIA will also contribute to specific metrics in the SMA:

- *Graduate employment rate in a related field:* we expect that 80-90% of Schulich's MHIA graduates will find jobs in the healthcare field within 6 months of graduation. This is based on extrapolation of our current MBA graduates with the HIMP specialization.
- *Institutional strength and focus:* This healthcare management degree reflects York university's strength and focus in healthcare and in business.
- *Graduation rate:* We expect a very high graduation rate given the 12-month duration of the program and the high-quality student services support available.
- *Experiential learning:* In addition to a range of course-embedded experiential learning activities, all MHIA students will take a 12-week capstone course titled Strategy Consulting Study in Healthcare, a consulting assignment in which students engage with a real private or public sector healthcare-focused organization in order to analyze an existing organizational issue and prepare a report containing detailed analysis and recommendations.
- *Graduate employment earnings:* We expect the average starting salaries to reflect a graduate degree from a prominent business school, with significant opportunities for growth.
- *Skills and competencies:* Schulich's MHIA graduates will have in-demand skills and competencies in many areas, including an understanding of healthcare technology, innovation, entrepreneurship, preventive healthcare, public policy evaluation, performance metrics and strategy / leadership for the growing healthcare sector.

## **Faculty Goals**

Schulich's academic plan calls for the School to be global, innovative, and diverse, and the MHIA program will add to this mandate by bringing a unique and high-quality program to an important international market that lacks an adequate supply of high-quality management training options in this growing field. The program offers graduate-level management education to individuals who are academically strong but who are in need of managerial training and experience, and it will offer this preparation to a diverse group of students from varying backgrounds.

The MHIA will also contribute to achieving the following priorities outlined in the School's institutional plan:

1.5 Experiential Learning: Maintain/Create excellent experiential education through internships, exchanges, visits by industry leaders and program redesign



4.1.3 Ensure continued global recognition of Schulich as knowledge leader in external business

5.1.1. Develop and implement plans to grow local and national as well as international recognition of the reputation of Schulich, its faculty and students with governments and in external business community

5.1.2. Maintain and expand local and national partnerships with all levels of government, with the business community and with the academic community, and with previously underserved communities including support for and expansion of entrepreneurial activity

The program furthers the Faculty's shared goals of pedagogical innovation through the use of experiential, community-involved, and high impact teaching practices. For example, we expect our MHIA students and graduates to work for local area hospitals with their data analytics, promote safety at long-term care facilities, enhance health services with virtual modes of delivery, enhance seamless and secure health records with e-health, assess metrics to evaluate success of healthcare interventions, and other areas. Some of our instructors currently work or have worked in these areas.

The MHIA will also help the School build up its slate of direct-entry programs in emerging management areas and implement its pipeline model of continuing education that spans from an undergraduate degree to a specialized master's degree to a senior leadership degree (MBA) or PhD. Schulich shares York's commitment to ensuring that graduates are able to articulate the relevance and value of their education to a wide range of employers and can move into their desired careers and be adaptive to the changing nature of their careers over time. A key priority for the School is to ensure we provide all of our graduates with the knowledge, experience, and transferable skills they need to adapt and thrive in a rapidly changing future labour market. The MHIA will focus on teaching durable skills and relevant competencies that employers consistently identify as important: communication, digital literacy, effective collaboration with others, ethical judgment, project management, creativity, and resourcefulness in solving problems. These skills are crucial to ensuring the versatility and flexibility that graduates will need to succeed in multiple jobs throughout their careers. The MHIA will offer specific and rigorous courses in all of these areas. We will be able to contribute to the measurement and evaluation, as well as effectiveness and efficiency, of clinical programs introduced by our MOU partners such as Oak Valley Health and Mackenzie Health. The partnership will enhance the scholarly and education outputs of both the business school and the healthcare facilities, as well as the local healthcare industry in the Markham neighbourhood.

## **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 MHIA program is designed to provide in-depth knowledge and skills that are necessary to navigate and manage in a highly complex and competitive field that encompasses business, government, and non-for-profit organizations. While students are exposed to the relevant technical methods required in the field of health administration via healthcare focused coursework, the program focuses on developing candidates' ability to *manage* healthcare organizations. As a result, students will also complete coursework in the core functional areas of management. An experiential capstone course in the final term will also help further develop a mixture of technical and managerial skills as students integrate their learning in a community-involved healthcare-focused consulting project. A brief description of the program can be found in Appendix 10.

The course load in each term has been kept to a manageable level so that students may also complete an optional competitive internship during this time (see section below on experiential learning), and focus on interactions with industry and potential employers (with opportunities facilitated by the program).

No more than 6 credits of coursework may be waived for students who possess appropriate prior qualifications. Students must complete the program within four years of entering.

The proposed MHIA degree will span all sectors of the broad healthcare industry. Figure 1 below illustrates the major subsectors within this dynamic field.

There are many stakeholder groups in health care organizations, and they all interact with one another in a complex manner. The interests and objectives of these stakeholders may not always be goal congruent, requiring complex trade-offs in determining scope and designing output measures and solutions. Any one sector (such as pharmaceuticals) can increase or decrease the productivity of other health care inputs (such as physicians and hospitals). Capital-intensive equipment may be justifiable and even necessary to reduce wait times and patient health outcomes, despite being accompanied by higher patient throughput, higher staff load and higher financial operating costs. Furthermore, the stakeholders often do not make decisions on their own: physicians influence consumers, and vice versa, with health care insurers influencing them all. For-profit organizations may co-exist and even compete with not-for-profit health care organizations. Both types of organizations require and compete for capital-intensive investments that have long-run implications for stakeholders as well as for the overall welfare of the society. Such a setting requires innovative use of financial and non-financial measures for a diverse set of stakeholders to evaluate health care organizations and their managers.

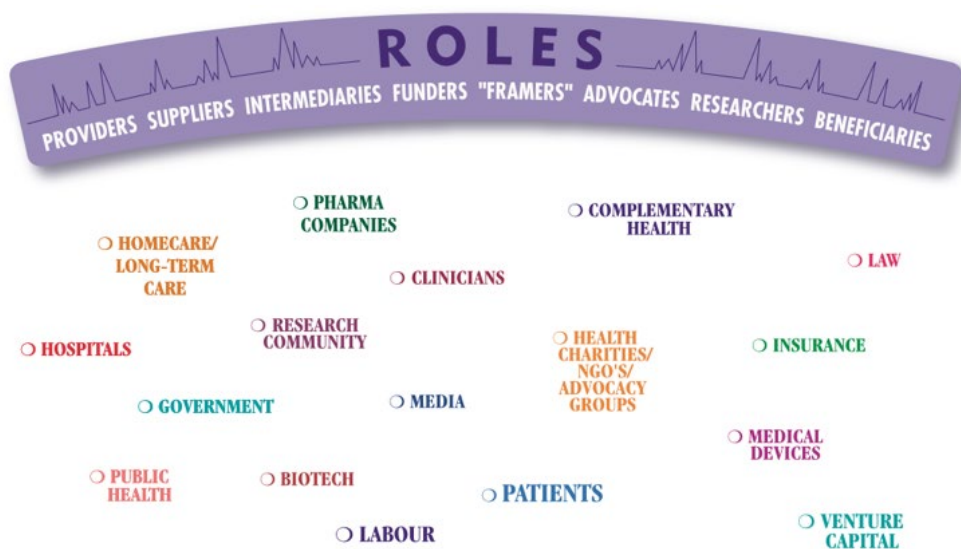


Figure 1. Industry subsectors covered in the MHIA program

## Course Work

The program will require students to complete 34.5 credits over three terms of full-time study. The curriculum comprises 16 core courses (and no electives) that range in credit value from 1.5 to 3.00, and each term comprises between 10.5 - 12 credits of course work. Four existing courses have been included in the curriculum and twelve new ones are being created. The need for so many new courses reflect the emphasis on the

different sub-sectors of the healthcare industry and the multiple functional areas that our graduates are likely to pursue. The short descriptions of all the courses in the program can be viewed in Appendix 4. The full set of course outlines and proposal forms can be found in Appendix 11.

Course sequencing was carefully considered in the design of the program. Students will take three 1.5 credit workshops throughout the program, each scheduled in an intensive format over a full weekend, that are designed to introduce the key topics of the term through lectures and discussions with faculty and guest speakers from industry. Workshop topics include Overview of the Canadian Healthcare Industry, Leadership and Strategy in Canadian Healthcare, and Healthcare Systems and Public Policy.

In addition to one of these introductory workshops, Term 1 coursework also includes three introductory management-focused courses – Marketing Management for Healthcare (MKTG 5201 3.0), Financial Decisions for Managers (ACTG 5200 3.0) and Design and Management of Organizational Processes (MSTM 5210 3.0). Students will also take an epidemiology-based course titled Preventive Healthcare (MHIA 5130 1.5). Together, these courses provide students with foundational knowledge and skills that will be built upon in subsequent terms.

Term 2 coursework comprises more advanced managerial topics such as Digital Health (MHIA 5140 1.5), Analytics and Modelling for Healthcare (OMIS 5150 1.5), Leadership and Healthcare Strategy (MHIA 6120 3.0), Economics of Healthcare (HIMP 6150 3.0) and Quality and Value in Healthcare (MHIA 6160 1.5). These Term 2 course work will build on the foundations learnt in Term 1 courses, and will serve to motivate Term 3 coursework.

Courses in Term 3 include Performance Indicators in Healthcare (MHIA 6170 1.5), Entrepreneurship & Innovation in Healthcare (HIMP 6180 3.0) and Public Policy for Healthcare (MHIA 6200 1.5). In addition, students will complete their capstone experiential course, Strategy Consulting in Healthcare (MHIA 6100 3.00) in which they have an opportunity to integrate their learning from their course work in an applied problem-oriented context, gain insights into the challenges and opportunities of healthcare administration, and develop confidence for their entry into the workplace.

Figure 2 below presents an overview of the program structure.

<b>Master of Health Industry Administration (MHIA) Program Structure</b>		
<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>	<b>Term 3 (Summer)</b>
<b>SB/MHIA 5000 1.5*:</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5500 1.5*:</b> Winter Workshop: Leadership and Strategy in Canadian Healthcare	<b>SB/MHIA 6000 1.5*:</b> Summer Workshop: Healthcare Systems and Public Policy
<b>SB/MHIA 5130 1.5*:</b> Preventive Healthcare	<b>SB/MHIA 5140 1.5*:</b> Digital Health	<b>SB/MHIA 6170 1.5*:</b> Performance Indicators in Healthcare
<b>SB/ACTG 5200 3.0:</b> Financial Decisions for Managers	<b>SB/OMIS 5150 1.5*:</b> Analytics and Modelling for Healthcare	<b>SB/HIMP 6180 3.0:</b> Entrepreneurship & Innovation in Healthcare
<b>SB/MKTG 5201 3.0*:</b> Marketing Management for Healthcare	<b>SB/MHIA 6120 3.0*:</b> Leadership & Healthcare Strategy	<b>SB/MHIA 6200 1.5*:</b> Public Policy for Healthcare
<b>SB/MSTM 5210 3.0:</b> Design & Management of Organizational Processes	<b>SB/HIMP 6150 3.0:</b> Economics of Healthcare	<b>SB/MHIA 6100 3.00*:</b> Strategy Consulting Study in Healthcare
	<b>SB/MHIA 6160 1.5*:</b> Quality and Value in Healthcare	

Figure 2. Program Structure of the MHIA

## **Program Learning Outcomes**

The learning outcomes for the program are detailed below. They have been mapped against the program's courses (see Appendix 5 for the MHIA curriculum map) and the Ontario degree level expectations (see Appendix 6). Assessment of the program's outcomes has also been mapped out in Appendix 7. The Schulich Master Programs Committee, Faculty Council, and the Krembil Centre Advisory Board will be charged with reviewing these objectives on a periodic basis under the guidance of the program director.

The program's learning outcomes are as follows:

### **Goal 1: Core Knowledge & Understanding of Health Administration**

1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration

1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration

### **Goal 2: Critical Analysis and Decision-Making**

2.1 Identify and analyze critical problems and opportunities in complex healthcare settings

2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts

2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project

### **Goal 3: Professional Communication**

3.1 Prepare and deliver effective and engaging oral presentations

3.2 Prepare effective business documents appropriate for the target audience

3.3 Apply appropriate strategies to work effectively in teams

### **Goal 4: Professional Judgment, Ethical Behaviour & Social Responsibility**

4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings

4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

### **Mode of delivery**

The program outcomes will be achieved via a course-based and primarily in-person delivery format. The nature of the coursework varies, depending on the expected learning outcomes for each course. In-person lectures and learning activities will be complemented with synchronous and asynchronous virtual learning opportunities embedded within each course (e.g., live and/or recorded interactive lectures in the flipped classroom format, along with other learning activities that help develop understanding of course concepts as well as promote teamwork and collaboration). Other learning activities include case analysis and discussion, team-work exercises, guest speaker presentations, simulations, and outreach to external organizations.

### **Experiential Education**

The program learning outcomes will also be achieved via a number of experiential learning opportunities, which are an integral part of this proposed new degree. Experiential activities are embedded in most courses via learning activities such as case analyses and discussion, guest lectures from industry, simulations, and community-focused projects. Every MHIA student will also take a 12-week 3.00 credit course in which they will consult with a real-world organization in teams of five students to address an issue of strategic importance to the organization.

Through the Krembil Foundation's generosity, Schulich will also offer competitive Krembil Internships for an additional 12-week period to about 3 - 4 students each year during their third term. Such work-integrated educational opportunities will allow MHIA students to refine the knowledge acquired in a classroom and apply it to the world of work. They 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 health-focused professional networks as well as the alumni pool in the sourcing of projects for the capstone course. These networks bring together a substantial set of companies who will deliver high quality real-world projects to the program. Schulich has a great deal of experience delivering this type of capstone course, as almost all of Schulich's graduate programs include one. The School therefore is well prepared in terms of ensuring the appropriate logistics are in place for organizing the teams and projects, and it also has a keen awareness of the kinds of issues that groups may experience as they work with the external organizations as well as amongst themselves.

### **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 34.5 credits in total and is designed to be completed within 12 months. Students will complete between 10.5 - 12 credits per term, a manageable course load that will help ensure they are able to achieve the program level learning outcomes and requirements within the one-year time frame. All courses students will take in this program are graduate level courses.

This is also professional rather than a research-focused program. Therefore, the focus will be on coursework and completion of a capstone consulting project (MHIA 6100 3.00 Strategy Consulting in Healthcare) in lieu of research requirement. The nature of the assignment in the capstone course is such that students can complete it within one 12-week term. Schulich has not experienced issues with students in its other capstone consulting courses being unable to complete the work within the established timeframe.

### **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 master's programs. Overall course grades will be based on the student's performance on the various assessments of the courses, including written assignments, case analyses, team



work, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning. Assignments, exercises or exams will also serve to assess the achievement of the learning outcomes.

Please see the program's curriculum map in Appendix 5 for courses in which learning outcomes will be assessed.

The program has also established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students' performance levels with respect to the program's learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed assessment embedded in a particular course throughout the curriculum (see a list of final assessments in Appendix 7). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate.

The assessment of students' performance levels with regard to 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 assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and enable 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 assurance of learning 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.

## **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.*

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work. Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.
- Work experience is not required, but strong internships or prior work experience is recommended.
- Alternate admissions requirement: Graduates with other 3-year degrees may be admitted as well. All graduates from 3-year degrees must possess at least one year of post-graduation work experience in a sector relevant to the program.
- Proof of English language proficiency if prior studies were not completed in English:
  - TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership ability.
- Two letters of recommendation. It is recommended that one of these is from a professor.

## **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 program in the Fall of 2023 with an initial class size of approximately 25-30 students. First year enrolment will be capped at 55 students. This target is reasonable and achievable since Schulich's other direct-entry masters programs have also started up with similar targets (e.g., the Master of Management started with an inaugural class of 50 students in Fall 2016, the Master of Marketing drew a class of 53 in 2017, the MMAI started with a class size of 23 in 2019). The expected steady-state maximum enrolment target is one full class (55 students), with a potential to add a second cohort over time. Class sizes will be capped at 55 students.

### **Full-Time Format**

The MHIA will be launched as a full-time program. As the courses will be scheduled in the evenings and on weekends, the format will also likely be attractive to entry-level working professionals who want to progress to higher or broader organizational leadership roles but prefer not to opt out of their current employment situation in order to complete the program.

### **Housing of Courses within the School**

All courses will be offered by Schulich in affiliation with the Krembil Centre. In addition to its other initiatives, the Centre will be responsible for the scheduling and staffing of courses as well as curriculum development and administration of course and program related matters. The Krembil centre will be staffed with administrative support to assist with the administration of the program.

The MHIA also contains courses offered by OMIS (OMIS 5150, MSTM 5210), Marketing (MKTG 5201), and Accounting (ACTG 5200), which will all be housed in their existing respective areas.

### **Teaching Resources**

The resources for this program will largely be drawn from the resource base of the Schulich School, with two instructors coming from the Faculty of Health and one from the Faculty of Liberal Arts & Professional Studies.

Appendix 8 provides a list of the program's core courses with potential instructor assignments. As the list indicates, the program will also be taught predominantly by full-time faculty members. Of the 16 courses in total, 7 will be taught by full-time tenure-stream faculty members; 3 will be co-taught by a full-time tenure-stream faculty member in conjunction with a highly experienced adjunct professor (the Executive Director of the Health Industry Management Program in the MBA program); 3 will be taught by adjunct professors (one of whom is full-time, with the title Distinguished Adjunct Professor); and 3 will be taught by part-time (contract) instructors. Once the program reaches steady state enrolment, Schulich plans to hire new faculty members with synergistic research and teaching backgrounds. Over time, growth in hiring will correspond to growth in enrolment.

Part-time instructors will be hired from the pool of qualified instructors already teaching at Schulich as well as through the networks of the program director and Executive Director of the Health Industry Management Program. 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 expert in their fields of specialization, contract instructors are very good at imparting practice-rich knowledge, which is in line with the goal of this master program. The part-time instructors teaching in the MHIA have been selected because they are highly experienced professionals and are recognized experts in their respective fields of practice. They will also be teaching courses in which on-the-ground experience is particularly important (e.g., Entrepreneurship & Innovation in Life Sciences and Medtech, and Public Policy for Healthcare). The MHIA program 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.

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

The capstone experiential course will be taught by an experienced Distinguished Adjunct Professor who also holds the role of Director, Strategy Field Study for the MBA program (a role which oversees the MBA program's capstone course). The Director has significant experience guiding students through strategy consulting projects and is very

familiar with the kinds of issues that can arise as well as the kinds of support students need in order to complete their projects successfully.

- 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 expected initial size of 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. With the addition of the new building, space will not be a concern for the program for the foreseeable future.

### **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 School's Career Development Centre (CDC) is currently in the process of hiring one additional industry advisor to support MHIA students with their career aspirations. This new Healthcare Management Advisor role will advise and coach any undergraduate or graduate level student or alumnus/a interested in the field of healthcare management. The vast majority of this work will involve helping students one-on-one with their job search skills and self-marketing tools, and developing and facilitating career-related workshops and mixers in the healthcare field.

We also anticipate the possibility of needing one additional academic recruiter to support the recruitment of students to the program.

- 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*

Please see the attached library statement in Appendix 9 which indicates that York University Libraries is well positioned to support the curriculum and research needs of students and faculty in the proposed program.

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

N/A

## **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*

*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 Schulich masters-level students. Similarly, there is no need for research supervisors.

## **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 MHIA faculty primarily consists of existing HIMP faculty and existing faculty from accounting, marketing, supply chain, data analytics, and strategy and leadership who will ensure that the content in their courses emphasizes the healthcare industry. Since this is an applied degree with coursework only, we have also staffed some courses with faculty members who have real world experience in healthcare. Collectively, we have a former CEO of Mt. Sinai Hospital (Joe Mapa) with significant leadership experience

and first-hand at making and conveying strategic decisions. We have a tenured accounting faculty member (Sylvia Hsu) who was also an anesthesiologist in Taiwan before she went to pursue her PhD in accounting in the U.S. Her research focuses on cost accounting issues in healthcare. Similarly, we have supply chain faculty with experience in the healthcare sector, a data analytics instructor who has worked in the healthcare industry, an associate professor in digital health from the Faculty of Health with both research and hospital-based work experience, a healthcare economist conducting research and teaching at LAPS, and an epidemiologist from the Faculty of Health with research and teaching expertise in illness prevention. Collectively, this team will ensure the students get a state-of-the-art education that reflects both applied research and evidence-based best management practices in the healthcare industry.

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**List of Appendices:**

1. Survey & Interview Data from York Consulting Group
2. Letters of Support and Consultation
  - a. Initial Letter of Support from Anchor Dean
  - b. Provost's Initial Letter of Support (*tba*)
  - c. Faculty of Health Letter (*tba*)
  - d. Additional Letters from Industry
3. Health Administration Focused Programs in the Canadian Landscape
4. Course Descriptions
5. Curriculum Map
6. Mapping of Program Level Learning Outcomes to Degree Level Expectations
7. Mapping of Program Level Learning Outcomes to Assessments
8. List of Courses and Potential Instructor Assignments
9. Library Statement
10. Brief Program Description
11. Course Forms and Outlines

**Additional Attachments:**

1. Faculty CVs

**Appendices 1, #, 8, 9 and Faculty CVs are not copied for Senate. They are available upon request.**



# Letters of Support

# Memorandum

**To:** Whom It May Concern  
**Cc:** Professors Amin Mawani and Joseph Mapa, MHIA Task Force  
**From:** Detlev Zwick, Dean, Schulich School of Business  
**Date:** December 11, 2021  
**Subject:** Master of Health Industry Administration Proposal

---

I would like to enthusiastically express my full support for the proposed Master of Health Industry Administration (MHIA) program. This program will enable students who have graduated from business or non-business programs to obtain the critical functional and cross-functional skills needed for a successful career in the increasingly complex field of health administration.

A viable health administration degree today needs to offer training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy, and strategy – all in addition to the traditional foundational disciplines such as accounting, marketing and strategy. Thus, the MHIA will address an unfilled need in post-graduate management education, namely, to increase the available pool of highly capable professionals to fill the growing demand for administrative leaders and managers in the growing healthcare industry.

The proposed 12-month MHIA program will be unique in Canada and will offer courses designed explicitly for a changing healthcare industry. Whilst currently in Ontario and globally there are few health administration programs offered by business schools, the MHIA task force believes that a program with such a multi-industry healthcare focus is ideally located in a business school because of the faculty's and students' familiarity with a large cross section of industries and the differences or commonalities in strategic, financial and logistical aspects within each industry. Graduates of the program will be well equipped with the leadership and management skills needed to thrive and make a difference in a transformational industry, in both the public and private spheres, and to help build the next generation of healthcare leaders for emerging global challenges and the workforce of tomorrow.

The Schulich School has the facilities in place to offer this program. The program builds on the School's existing Health Industry Management specialization and graduate diploma, as well as its diverse alumni pool and wide range of sector partners. Given our long-standing involvement in the field, we will have access to very high-level expert practitioners who will provide additional expertise to

support Schulich's tenure-stream teaching. Furthermore, the program will be affiliated with the newly created *Krembil Centre in Health Management and Leadership* and will benefit from the recent \$5M gift to support a Chair for the Centre and a scholarship program in the area of Health Industry Administration. At this time, therefore, we do not foresee the need to add any additional non-academic resources, such as additional recruiting, student or career support personnel. As the program grows, non-academic support, especially in career advisor and recruiting will be added via the usual mechanisms. As the proposal notes additional academic resources may be needed as the program grows. A term of the program's launch the academic will monitor the need for additional academic resources according to enrollment growth and deliver in curricular or pedagogical aspects to ensure continued alignment of the program with research and industry practice.

In conclusion, I wish to express my full support for this program and thank the task force for a well-conceptualized proposal.

# Memorandum

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

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To: Martin Bunch, Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: December 16, 2021

Subject: Support for new Master of Health Industry Administration program, Schulich School of Business

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I write this letter in support of the new Master in Health Industry Administration (MHIA) program proposed by the Schulich School of Business.

In putting forth this new 12-month, full-time program, the Schulich School of Business – which already offers a specialization in Healthcare Industry Management – is building on its established expertise in the fields of healthcare management and administration. The recent founding of the Krembil Centre for Health Management and Leadership and the appointment of Joseph Mapa as inaugural Krembil Chair in Health Management and Leadership demonstrate the commitment of SSB to this area of education.

This applied, professional graduate program will help meet demand in healthcare related industries for managers with business knowledge relevant to the health professions that includes strategic thinking, systems design, ethical judgment, supply chain management, data analytics, healthcare quality assessment, project management, and value-creation. The focus and length of the MHIA make it singular in Canada among comparator graduate programs.

SSB is well-equipped with the resources needed to support graduate students in this area. Faculty and space capacity are already in place, as are library and technology support and student and career services within the business school. As a course-based program with experiential learning components, the MHIA will not require graduate supervision resources, nor additional research funding from within or outside of the University.

I endorse this new graduate program which makes excellent use of York's expertise and offers students a robust pathway to meet demand for postgraduate management leadership in the complex and rapidly changing healthcare field.




Office of the Dean

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## Memo

To: Marcia Annisette, Associate Dean Academic  
Detlev Zwick, Dean, Schulich School of Business

From: Susan Murtha, Interim Dean 

Date: March 28, 2022

Subject: Masters of Health Industry Administration (MHIA)

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I am writing this letter in support of the new Masters of Health Industry Administration (MHIA) by Schulich School of Business.

Schulich is proposing a professional masters in MHIA (unregulated tuition fees). The program is designed to prepare graduates for the increasingly complex field of health administration in healthcare industry, in public and private sectors. The program emphasizes management skills, leadership development, nuanced professional and ethical judgement, and project management. A healthcare administrator must be familiar with data analytics to capture and make sense of the links between patient health outcomes and resources and manage the deep and broad supply chains of the inputs that must arrive in a timely and cost-effective manner without disruption. This proposed MHIA offers training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy, and strategy – all in addition to the traditional foundational disciplines such as accounting, marketing, and strategy.

Faculty of Health School of Health Policy and Management (SHPM) is in the process (NOI submitted and approved) of developing a proposal to create a professional masters (regulated tuition fees) in “Health Informatics, Analytics, and Intelligence or Professional Masters in Health Intelligence”. Health intelligence refers to the interpretation analysis processing and generation of useful products that assist individuals, clinicians, managers, decision, and policy makers, to utilize health data to achieve their goals. Therefore, students will develop competencies around the use and limitations of data and how to use it to inform the development, implementation, and evaluation of context sensitive interventions (policies, processes, practices, and other decisions) to improve health and health care effectiveness, efficiency, safety, accessibility, and equity. A growing number of health and healthcare agencies and organizations are incorporating technology to produce large quantities of data. New methods are being developed to link datasets and create huge data repositories which combine clinical, genetics, other biomedical data with data about individual and collective behaviours, economics, social contexts, physical environmental conditions, geo-



location and much more. Health and healthcare agencies now recognize the need for in-house professionals to help them translate the proliferation of internal and external data and advanced analytical tools into context relevant actions.

Programs in both Schulich and Health have some facets in common: 1) both are designed to justify and advocate for better health and better healthcare with sound illness prevention programs and quality clinical interventions delivered in a timely and equitable manner; 2) both programs plan to train students in data analytics so they can appreciate that some clinical and resource allocation decisions require careful quantitative analysis. 3) Both programs will expose students to social determinants of health. 4) Both programs will expose students to basic epidemiology that conveys that illness prevention is cheaper than treatment.

However, there are also differences: 1) The Health program will emphasize the need and nature of quality clinical interventions, MHIA will emphasize the economic imperative to do so by showing that such clinical interventions are cost-beneficial (i.e., the benefits exceed the costs). 2) The Health program students will be able to identify and understand the necessity of clinical or policy interventions, while students in the MHIA program will be able to make the value proposition for the clinical intervention. 3) The Master's students in our Health program will take courses on machine learning for health, Health data visualization, perspectives in decision making, measurement for health improvement, evidenced based decision making, etc. MHIA requires students to take courses where they develop the ability to manage healthcare organizations. They will learn about accounting and financial decisions for managers, marketing, health economics, supply chain logistics, strategy and leadership, performance metrics in healthcare, entrepreneurship & innovation in healthcare, strategy consulting, quality, and value in healthcare, and organizational processes in healthcare. 4) Students graduating from the Health program are more likely to start their careers in health and healthcare agencies (hospitals, long term care, home care, rehabilitation, public health, Ministry of Health, regional health teams, non-profit agencies, etc.), whereas students from MHIA are more likely to start their careers on the administrative front managing budgets and financial resources, designing administrative structures and programs, and managing product lines and / or geographical markets.

In summary, although there are a few overlaps between the programs, they differ in terms of their foundational knowledge and competencies. I would also predict that these two programs will be attractive to different students. I agree that the Canadian health industry labour market needs graduates from both our programs.



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10 Trench Street, Richmond Hill ON L4C 4Z3  
905-883-1212

**Cortellucci Vaughan Hospital**  
3200 Major Mackenzie Drive West, Vaughan ON L6A 4Z3  
905-417-2000

**OFFICE OF THE PRESIDENT**

March 19, 2021

Dear Joseph,

I am pleased to write a letter of support for your new one-year Master of Health Industry Administration. Amid the enormous challenges facing every aspect of the healthcare industry, exacerbated by the challenges of Covid-19, it is great to see a new undertaking such as yours focused on preparing well rounded, professionally educated graduates who aspire to contribute to our sector.

Effective leadership is required to lead and drive at all levels of the health system to actualize the goals of ongoing reforms in healthcare organizations. I am delighted that York University in general, and the Schulich School of Business, in this case, are enthusiastic about participating in York Region's health ecosystem. The Master initiative certainly represents this, and I look forward to further collaboration in the future.

We are always looking for great talent and I am therefore delighted that you have decided to create this program, as a magnet for undergraduates who are keen to enter our dynamic sector.

Sincerely,

A handwritten signature in black ink, appearing to read "Altaf Stationwala".

Altaf Stationwala  
President and CEO, Mackenzie Health



David E. Yundt  
President & CEO

---

March 19, 2021

Joseph Mapa  
delivered via email

Dear Joseph,

I want to express my support for the new Master stream in health care administration. This is an important development in our industry, particularly as you intend to encompass all key dimensions including supply chain management - a key stakeholder, as Covid-19 has underscored.

I have been in the field for many years and can attest to the need for professionally trained managers and leaders in our sector. There are many reasons for this, but most importantly is the fact that our system is evolving technologically and structurally, requiring managers who are critical thinkers and adaptive.

The management of healthcare is an important responsibility. Plexxus takes this very seriously and looks to well developed professionals to join us. For example, we are delighted to have a Krembil Intern with us this summer. I know this is part of the new Krembil Centre in Health Management and Leadership which is a great addition to our sector.

I look forward to the success of this program. I am also glad to be part of it. It will be a significant source of recruitment.

Yours very truly,

A handwritten signature in blue ink, appearing to be "D. Yundt", written over a light blue circular scribble.

David E. Yundt  
President & CEO



March 6, 2021

Mr. Joseph Mapa  
Director, Krembil Centre in Health Management and Leadership  
Director, Health Industry Management Program  
Adjunct Professor, Schulich School of Business, York University

Re: Letter of Support for the Krembil Centre in Health Management and Leadership

Dear Joseph:

It is with great enthusiasm that I am writing to support your efforts in the development of a new master's degree in Health Industry Administration. From my vantage point, the demands on health care grow faster and are more complex in nature, and the need for skilled health administrators and leaders is more important than ever before.

As the Canadian health practice leader for Accenture, I see first hand the importance of such a program and the importance of these graduates bringing management science, best practice, and a way of thinking and leading in the health care sector. A master program such as this comes at exactly the right time for Canadian and global health care.

I look forward to the launch of this program and personally hope to see some of these bright students join my practice or make transformational impacts in the sector. Regardless, know that you have my support.

Best wishes and good luck,



Jimmy Yang  
Accenture, Canadian Health Industry Leader, Strategy & Consulting  
E: jimmy.yang@accenture.com



Mr. Joseph Mapa  
Director, Health Industry Management Program  
Schulich School of Business  
[josephmapa01@gmail.com](mailto:josephmapa01@gmail.com)

**March 11, 2021**

**Re: New One-Year MHA Program**

Dear Joe;

I am pleased to support the new one-year Master stream in health care administration at the Schulich School of Business as part of the recently established Krembil Centre in Health Management and Leadership; particularly as the new program will focus on managerial preparation for all sectors in the health industry including hospitals, community centres, long term care, and the supply chain.

The Covid-19 pandemic response has exposed and underscored the need for greater collaboration among all stakeholders in the system - and professionally prepared, well rounded managers will play active roles in necessary health care reform including the development of integrated systems.

The education and preparation of high performance managers and leaders is crucial in fulfilling the momentous responsibility of providing safe and effective healthcare for all Canadians. It is particularly impressive that your program will focus on undergraduates who wish to enter our complex and exciting industry. Embracing, preparing and making an impact on students at this level for a career in healthcare will have long lasting system impact. Strong leadership in all healthcare organizations - public, private, providers and suppliers - who can develop appropriate strategies for best outcomes in integrated, collaborative and efficient ways is needed in designing healthcare of the future.

Schulich's holistic approach to program design with focus on high performance for best care will serve our industry well. This MHA is a welcome development and will be a significant source of talent for our industry.

Regards,

A handwritten signature in black ink that reads "EBuller".

Elizabeth Buller  
President & CEO

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Centenary: 2867 Ellesmere Rd, Scarborough, ON M1E 4B9 | 416-284-8131  
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SHN.ca

March 23, 2021.

Joseph Mapa  
Director, Health Industry Management Program  
Adjunct Professor, Schulich School of Business, York University  
111 Ian MacDonald Blvd  
North York, Ontario  
M3J 1P3

Dear Mr. Mapa:

**Re: Letter of Support**

I am writing this letter of support for the new Master stream both as a graduate of Schulich's MBA program (specializing in Health Industry Management) and a public health professional deeply involved in addressing the challenges that the Covid-19 pandemic has presented. Without doubt, this experience has exposed the need for strong managers and leaders in all parts of our sector-especially long-term care.

As we go forward with necessary health reform, I believe the system will benefit from well prepared managers focused on collaboration, high performance and excellent patient care.

I am very familiar with the Schulich ethos and have no doubt that the new Master stream will accomplish this goal. I know that you are assembling a stellar faculty characterized by a holistic approach who will deliver a superb curriculum.

Best wishes on your new program. Undoubtedly my own sector will benefit from your graduates.

Sincerely,

Rina Lamba, RN, BScN, MBA  
Director, Child and Family Health Division  
[Rina.Lamba@york.ca](mailto:Rina.Lamba@york.ca)

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Monday, March 15, 2021

To Whom It May Concern:

I'm pleased to have the opportunity to support the new Master stream in health care management. I was delighted to hear about this development including the fact that it will focus on managerial preparation for all sectors in the health industry including long term care.

There are many reasons for supporting this initiative, (demographic reality, growth industry, etc). But as an active participant in the long term sector, I can attest to the need for professionally prepared managers. Covid-19 exposed this need very clearly.

The LTC sector is undergoing necessary reform and that includes leadership at all levels - corporate, long term care and retirement homes, and other senior care facilities across Canada, etc. The sector has languished forever and government is supporting greater capacity and staffing.

Healthcare of Canadians is a consequential issue. We need leaders in all types of healthcare organizations - public, private, providers, suppliers- who can develop appropriate strategies for best outcomes.in the most efficient way and in an integrated and collaborative way.

I look forward to the success of this program. Undoubtedly, it will be a welcomed source of recruitment for the LTC sector.

All the Best and Good Luck,

A handwritten signature in black ink that reads "Nitin Jain". The signature is fluid and cursive.

Nitin Jain  
President & CEO

**Master of Health Industry Administration (MHIA) Course Summaries****Fall (12 credits):****SB/MHIA 5000 1.5: Fall Workshop: Overview of Canadian Healthcare Industry (new)**

This weekend orientation workshop will offer an overview of the Canadian healthcare industry. Speakers from various sectors of the healthcare industry such as public hospitals, pharmaceuticals, medical devices, long-term care facilities, public health, biotech, research community, health insurance, venture capital, patient advocates, clinicians and media will present their perspectives on the industry and the issues their sectors face. Prerequisites: None

**SB/MHIA 5130 1.5: Preventive Healthcare (new)**

Prevention is a critical dimension of health and health care. This course offers an introduction to prevention levels and the epidemiological basis for preventive strategies, explores the leading causes of preventable disease and disability, and the roles of social and commercial determinants of health. It also introduces students to epidemiological research and supports the development of critical appraisal skills. Prerequisites: None

**SB/ACTG 5200 3.0: Financial Decisions for Managers (existing)**

This course will provide students with an understanding of the financial implications of managers' decision making and how financial measures can be used to monitor and control business operations. Concepts will include capital budgeting, financial statements, break-even analysis, non-routine decision making, pricing decisions, profit and loss calculation, ROI, and Operating Budget and budgeted financial statements. Prerequisites: None

**SB/MKTG 5201 3.0: Marketing Management for Healthcare (new)**

This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It stresses the application of these concepts to profit, not-for-profit, large, small, new, mature, service, product-based, domestic and international organizations. It also develops specific skills such as problem-solving, verbal presentation, business writing and group work. Prerequisites: None

**SB/MSTM 5210 3.0: Design & Management of Organizational Processes (existing)**

This course involves a critical examination of the most important ideas and practices used by organizations to design and implement competitive processes. This includes six sigma lean, supply chain management, project management and the adoption of new technology. This also involves consideration of the role of customers, employees and suppliers. The goal is safer, greener, more cost effective and better quality products and services. Prerequisites: None

**Winter (12 credits):**

**SB/MHIA 5140 1.5: Digital Health** (*new*)

This course examines the emerging trends and applications in digital health, the opportunities that they offer, and the challenges they entail for healthcare systems. The course focuses on patient portals, human-machine interface, data analytics and machine learning in building information systems that cater to patients and healthcare professionals. The course also explores privacy, confidentiality, and security of health information. Prerequisites: None

**SB/OMIS 5150 1.5: Analytics and Modelling for Healthcare** (*new*)

This course will demonstrate the fundamentals of data analysis, data visualization, and how to communicate effectively with data. Students will discover how to use the concepts, skills and methods to find the key message of the data and how to use it to create an interesting, engaging, and impactful business story. Prerequisites: None

**SB/MHIA 5500 1.5: Winter Workshop in Leadership & Strategy in Canadian Healthcare** (*new*)

This weekend workshop will offer an overview of strategy in the Canadian healthcare industry. Senior leaders from various sectors of the healthcare industry such as hospitals, pharmaceuticals, medical devices, long-term care facilities, public health, biotech, research community, health insurance, venture capital, patient advocates, clinicians and media will present their strategic issues for their sub-sectors. Prerequisites: None

**SB/MHIA 6120 3.0: Leadership & Strategy in Healthcare Organizations** (*new*)

This course explores healthcare organizations in their environments and provides an introduction to the value of strategic thinking and strategic positioning for organizational success and sustainability.

**SB/HIMP 6150 3.0: Economics of Healthcare** (*existing*)

This course examines the demand and utilization of health services; drivers of healthcare costs; measuring output in healthcare; tradeoffs between efficiency, operational effectiveness and equity; realignment of capacity; how healthcare reforms affects demand; utilization and the mix of providers in the healthcare industry.  
Prerequisites: No Prerequisites for MHIA section.

**SB/MHIA 6160 1.5: Quality and Value in Healthcare** (*new*)

This course introduces the main elements of a value-based healthcare system. From medical condition centered delivery models, cost analysis and payments, to IT infrastructure, systems integration and geography of care. This course engages students in understanding and coping with these factors and how they can be applied within the Canadian health system.  
Prerequisites: None

**Summer (12 credits):**

**SB/MHIA 6000 1.5: Summer Workshop: in Healthcare Systems and Public Policy (*new*)**

This weekend workshop will offer an overview of public policy in the Canadian healthcare sector, with brief comparisons with other jurisdictions. Senior leaders from governments, think tanks and NGOs will present their perspectives and outlook.

**SB/MHIA 6170 1.5: Performance Indicators in Healthcare (*new*)**

This course is designed to introduce students to the various financial and non-financial metrics used in the healthcare industry. Students will develop familiarity and understanding of the methodologies used in financial evaluations in healthcare settings and the objectives they serve. Students will develop judgment on which metrics are appropriate given the context.

Prerequisites: None

**SB/HIMP 6180 3.0: Entrepreneurship & Innovation in Healthcare (*existing*)**

This course examines the entrepreneurial landscape in healthcare (e.g., long-term care and nursing homes), the role of disruptive technologies, innovation, new business models, leveraging public-private partnerships, understanding complex regulatory requirements, and the need for human capital. This course explores value creation through the art and science of business planning to drive investment, innovation and transformation in healthcare. Pre-requisites: All 5100-series Required Foundations of Management Core Courses or permission of instructor.

**SB/MHIA 6200 1.5: Public Policy for Healthcare (*new*)**

The course will examine the structures, legislative frames, key levers, and the importance of evaluation and evidence in the health public policy arena. Forces such as lobbying, the media and the impact of politics will be highlighted. The course will also examine key stakeholders and tensions (patients, providers, the public, and politics). Prerequisites: None

**SB/MHIA 6100 3.0: Strategy Consulting Study in Healthcare (*new*)**

This capstone course assigns students to act as consultants to an organization. The course is focused on applying in-class learning to real life situations. The students will be assigned an organization and work in groups to analyze the organizational problem they are given and develop recommendations for the organization to address their strategic issues. Prerequisites: None

**Schulich School of Business**  
**Master of Health Industry Administration (MHIA)**  
**Program Level Learning Outcomes and Curriculum Map**

	Term 1					Term 2					Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
1. Core Knowledge & Understanding of Healthcare Administration																
1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	I	I				D				D/A	D	D	D	D	D	R
1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration			I	I	I	R	D	D	D	R/A	R		R	D		R

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement



	Term 1				Term 2						Term 3					
<b>Program Learning Outcomes</b>	<b>SB/MHIA 5000 1.5</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5130 1.5</b> Preventive Healthcare	<b>SB/ACTG 5200 3.0</b> Financial Decisions for Managers	<b>SB/MKTG 5201 3.0</b> Marketing Management for Healthcare	<b>SB/MSTM 5210 3.0</b> Design & Management of Organizational Processes	<b>SB/MHIA 5140 1.5</b> Digital Health	<b>SB/OMIS 5150 1.5</b> Analytics and Modelling for Healthcare	<b>SB/MHIA 5500 1.5</b> Winter Workshop in Leadership & Strategy in Canadian Healthcare	<b>SB/MHIA 6120 3.0</b> Leadership & Strategy in Healthcare Organizations	<b>SB/HIMP 6150 3.0</b> Economics of Healthcare	<b>SB/MHIA 6160 1.5</b> Quality and Value in Healthcare	<b>SB/MHIA 6000 1.5</b> Workshop in Healthcare Systems and Public Policy	<b>SB/MHIA 6170 1.5</b> Performance Indicators in Healthcare	<b>SB/HIMP 6180 3.0</b> Entrepreneurship & Innovation in Healthcare	<b>SB/MHIA 6200 1.5</b> Public Policy for Healthcare	<b>SB/MHIA 6100 3.0</b> Strategy Consulting Study in Healthcare
<b>2. Critical Analysis and Decision-Making</b>																
2.1 Identify and analyze critical problems and opportunities in complex healthcare settings		I		I	I/D	D	R	D	D	D	D	R	D	D/A	R	R
2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts		I		I	I/D	D	R	D	D	D	D	R	R	D/A	R	R
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.					I/A									R		R

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

	Term 1					Term 2					Term 3					
<b>Program Learning Outcomes</b>	<b>SB/MHIA 5000 1.5</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5130 1.5</b> Preventive Healthcare	<b>SB/ACTG 5200 3.0</b> Financial Decisions for Managers	<b>SB/MKTG 5201 3.0</b> Marketing Management for Healthcare	<b>SB/MSTM 5210 3.0</b> Design & Management of Organizational Processes	<b>SB/MHIA 5140 1.5</b> Digital Health	<b>SB/OMIS 5150 1.5</b> Analytics and Modelling for Healthcare	<b>SB/MHIA 5500 1.5</b> Winter Workshop in Leadership & Strategy in Canadian Healthcare	<b>SB/MHIA 6120 3.0</b> Leadership & Strategy in Healthcare Organizations	<b>SB/HIMP 6150 3.0</b> Economics of Healthcare	<b>SB/MHIA 6160 1.5</b> Quality and Value in Healthcare	<b>SB/MHIA 6000 1.5</b> Workshop in Healthcare Systems and Public Policy	<b>SB/MHIA 6170 1.5</b> Performance Indicators in Healthcare	<b>SB/HIMP 6180 3.0</b> Entrepreneurship & Innovation in Healthcare	<b>SB/MHIA 6200 1.5</b> Public Policy for Healthcare	<b>SB/MHIA 6100 3.0</b> Strategy Consulting Study in Healthcare
<b>3. Professional Communication</b>																
3.1 Prepare and deliver effective and engaging oral presentations		I		I	D	D	D							D/A	D	R
3.2 Prepare effective business documents appropriate for the target audience		I	I	I	D	D	D			D	R		R	D/A	D	R
3.3 Apply appropriate strategies to work effectively in teams		I	I	I	D	D	D						R	R	D	A

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

	Term 1				Term 2						Term 3					
<b>Program Learning Outcomes</b>	<b>SB/MHIA 5000 1.5</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5130 1.5</b> Preventive Healthcare	<b>SB/ACTG 5200 3.0</b> Financial Decisions for Managers	<b>SB/MKTG 5201 3.0</b> Marketing Management for Healthcare	<b>SB/MSTM 5210 3.0</b> Design & Management of Organizational Processes	<b>SB/MHIA 5140 1.5</b> Digital Health	<b>SB/OMIS 5150 1.5</b> Analytics and Modelling for Healthcare	<b>SB/MHIA 5500 1.5</b> Winter Workshop in Leadership & Strategy in Canadian Healthcare	<b>SB/MHIA 6120 3.0</b> Leadership & Strategy in Healthcare Organizations	<b>SB/HIMP 6150 3.0</b> Economics of Healthcare	<b>SB/MHIA 6160 1.5</b> Quality and Value in Healthcare	<b>SB/MHIA 6000 1.5</b> Workshop in Healthcare Systems and Public Policy	<b>SB/MHIA 6170 1.5</b> Performance Indicators in Healthcare	<b>SB/HIMP 6180 3.0</b> Entrepreneurship & Innovation in Healthcare	<b>SB/MHIA 6200 1.5</b> Public Policy for Healthcare	<b>SB/MHIA 6100 3.0</b> Strategy Consulting Study in Healthcare
<b>4. Professional Judgment, Ethical Behaviour &amp; Social Responsibility</b>																
4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings	I	I			R		D	D	D	D	D	D			D/A	R
4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration	I	I	I		R	D	D	D	D	D	D	D			D/A	R

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

**Mapping of Master Degree Level Expectations against  
Master of Health Industry Administration (MHIA) Learning Outcomes**

<b>Master Degree Level Expectations</b>		<b>MHIA Outcomes</b>	
<b>1. Depth and breadth of knowledge</b>	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	<b>1. Core Knowledge &amp; Understanding of Healthcare Administration</b>	1.1. Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration 1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration
<b>2. Research and scholarship</b>	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	<b>2. Critical Analysis and Decision-Making</b>          <b>4. Professional Judgment, Ethical Behaviour &amp; Social Responsibility</b>	2.1 Identify and analyze critical problems and opportunities in complex healthcare settings 2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts 2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.   4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings 4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

<b>3. Level of application of knowledge</b>	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.		
<b>4. Professional capacity / autonomy</b>	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>		
<b>5. Level of communication skills</b>	The ability to communicate ideas, issues and conclusions clearly.	<b>3. Professional Communication</b>	<p>3.1 Prepare and deliver effective and engaging oral presentations</p> <p>3.2 Prepare effective business documents appropriate for the target audience</p> <p>3.3 Apply appropriate strategies to work effectively in teams</p>
<b>6. Awareness of limits of knowledge</b>	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	<b>4. Professional Judgment, Ethical Behaviour &amp; Social Responsibility</b>	4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

**Mapping of Master of Health Industry Administration (MHIA) Learning Outcomes  
Against Master Degree Level Expectations**

<b>MHIA Outcomes</b>		<b>Master Degree Level Expectations</b>
<b>1. Core Knowledge &amp; Understanding of Healthcare Administration</b>	1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	<p><u>Depth and Breadth of Knowledge</u></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>
	1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration	<p><u>Research &amp; Scholarship:</u></p> <p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques;</p>
<b>2. Critical Analysis and Decision-Making</b>	2.1 Identify and analyze critical problems and opportunities in complex healthcare settings	<p><u>Level of application of knowledge:</u></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>
	2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts	<p><u>Research &amp; Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p>
	2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	<p>b) Originality in the application of knowledge.</p> <p><u>Professional capacity / autonomy:</u></p>

		<p>a) i) exercise of initiative and of personal responsibility and accountability; ii. decision-making in complex situations</p> <p>b) The intellectual independence required for continuing professional development</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p> <p><u>Awareness of Limits of Knowledge:</u></p> <p>b) Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>
<p><b>3. Professional Communication</b></p>	<p>3.1 Prepare and deliver effective and engaging oral presentations</p> <p>3.2 Prepare effective business documents appropriate for the target audience</p> <p>3.3 Apply appropriate strategies to work effectively in teams</p>	<p><u>Research &amp; Scholarship:</u> On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form</p> <p><u>Level of Communications Skills:</u> The ability to communicate ideas, issues and conclusions clearly</p> <p><u>Professional Capacity / Autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability</p>
<p><b>4. Professional Judgment, Ethical Behaviour &amp; Social Responsibility</b></p>	<p>4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings</p> <p>4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.</p>	<p><u>Professional capacity / autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>

**Schulich School of Business  
Master of Health Industry Administration (MHIA)  
Program Learning Outcomes & Assessments**

Learning Outcome	Course Assessed In	Assessment (individually completed unless *)
<b>1. Core Knowledge &amp; Understanding of Healthcare Administration</b>		
1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	HIMP 6150 3.0 Economics of Healthcare	Term Project Final Report
1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration	HIMP 6150 3.0 Economics of Healthcare	Term Project Final Report
<b>2. Critical Analysis and Decision-Making</b>		
2.1 Identify and analyze critical problems and opportunities in complex healthcare settings	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Project - Analysis of a MedTech/ Life Sciences Company
2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Project - Analysis of a MedTech/ Life Sciences Company
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	MSTM 5210 3.0 Design & Management of Organizational Processes	Final Exam
<b>3. Professional Communication</b>		



3.1 Prepare and deliver effective and engaging oral presentations	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Final Project Presentation
3.2 Prepare effective business documents appropriate for the target audience	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Final Project Report
3.3 Apply appropriate strategies to work effectively in teams	MHIA 6100 3.0 Strategy Consulting Study in Healthcare	Teamwork Assessment*
<b>4. Professional Judgment, Ethical Behaviour &amp; Social Responsibility</b>		
4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings	MHIA 6200 1.5 Public Policy for Healthcare	Health Policy Briefing Note
4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.	MHIA 6200 1.5 Public Policy for Healthcare	Health Policy Briefing Note

## **Master of Health Industry Administration (MHIA) Program Description**

The Master of Health Industry Administration (MHIA) program is designed to prepare graduates for the increasingly complex field of health administration. A healthcare administrator now has to be familiar with data analytics to capture and make sense of the links between patient health outcomes and resources. They must be able to manage the deep and broad supply chains of the inputs that need to arrive in a timely and cost-effective manner without disruption. A viable health administration degree today needs to offer training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy – all in addition to the traditional foundational disciplines such as accounting, marketing and strategy.

The 12-month MHIA program is unique in Canada and offers explicitly designed courses for a changing healthcare industry. The mission of the program is to prepare students with the leadership and management skills needed to thrive and make a difference in a transformational industry, in both the public and private spheres, and to help build the next generation of healthcare leaders for emerging global challenges and the workforce of tomorrow.

The program will require students to complete 34.5 credits over three terms of full-time study. An experiential capstone course in the final term will allow students to further develop a mixture of technical and managerial skills as they integrate their learning in a community-involved healthcare-focused consulting project.

### **Career Opportunities**

The Master of Health Industry Administration (MHIA) program is designed to increase the available pool of highly capable professionals to fill the growing demand in the burgeoning healthcare industry. Healthcare systems around the world are currently challenged and require major transformational changes to adapt to limited financial resources, aging populations, and the emergence and adoption of new delivery models and technologies, including artificial intelligence, business analytics, and virtual care. COVID-19 has further acted as an additional catalyst for growing demand for healthcare management. For these reasons, it is projected that there will be significant job growth in every area of the healthcare industry in the coming years, with particular demand for management and leadership roles.

# External Reviewers' Reports

## New Programs

**Feb 21 2022**

External Reviewers' Report on the Master of Health Industry Administration (MHIA) Program at  
York University

### Reviewer 1

Name: Elizabeth Borycki

#### University Address:

Health Information Science  
University of Victoria  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2  
Canada

### Reviewer 2

Name: Greg Zaric

#### University Address:

Ivey Business School  
Western University  
1255 Western Road  
London, ON, N6G 0N1  
Canada

## 1. OUTLINE OF THE VISIT

Was the site visit:      In person:       Virtual site visit:       [Desk Review](#):

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers?      Yes       No

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?

Yes       No

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below:

## Site Visit Schedule

**Itinerary for Program Appraisal Virtual Site Visit  
Master of Health Industry Administration (MHIA)  
Schulich School of Business, York University**

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January 20<sup>th</sup>, 2022  
11:00am – 5:00pm (EST)  
via Zoom

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**External Reviewers:**

Dr. Greg Zaric, Ivey Business School, Western University, ON  
Dr. Elizabeth Borycki, School of Health Information Science, University of Victoria, BC

**Itinerary:**

*Note: If technical difficulties occur during a Zoom call, please contact Beverley Kelbert at [bkelbert@schulich.yorku.ca](mailto:bkelbert@schulich.yorku.ca).*

Time (EST)	Subject and Attendees	Zoom Link
11:00 – 11:05am	<b>Brief Administrative Check-in</b> 1. Nina Unantenne (Quality Assurance Coordinator, Office of the Vice Provost Academic) 2. Beverley Kelbert, (Office of the Associate Dean Academic, Schulich)	<a href="https://yorku.zoom.us/j/96269687178">https://yorku.zoom.us/j/96269687178</a>
11:05 – 11:30am	<b>External Reviewers' Private Meeting</b>	Same link as above
11:30 – 12:15pm	<b>Introduction to York</b> 1. Lyndon Martin (Vice Provost Academic) 2. Thomas Loebel (Dean, Faculty of Graduate Studies & AVP Graduate)	<a href="https://yorku.zoom.us/j/9127658451">https://yorku.zoom.us/j/9127658451</a>
12:15 – 12:30pm	<b>Private Break</b>	
12:30 – 1:30pm	<b>Introduction to Schulich and Meeting with MHIA Program Development Task Force &amp; Faculty</b> 1. Marcia Annisette (Associate Dean	<a href="https://yorku.zoom.us/j/97613185295">https://yorku.zoom.us/j/97613185295</a>

	Academic, and Acting Dean) 2. Amin Mawani (Task Force Member) 3. Joseph Mapa (Task Force Member) 4. David Johnston (Faculty Member)	
<b>1:30 – 2:30pm</b>	<b>Private Break / Lunch</b>	
<b>2:30 – 3:15pm</b>	<b>York University Libraries</b> 1. Jack Leong (Associate Dean, Research and Open Scholarship) 2. Kris Joseph (Business & Economics Librarian)	<a href="https://yorku.zoom.us/j/91844455707">https://yorku.zoom.us/j/91844455707</a>
<b>3:15 – 3:30pm</b>	<b>Private Break</b>	
<b>3:30 – 4:15pm</b>	<b>Student Services &amp; Career Development</b> 1. Kiridaran Kanagaretnam (Associate Dean, Students) 2. Hollis Sinker (Executive Director, Student Services & International Relations) 3. Luba Pan (Director, Student & Enrolment Services) 4. Minoo Bhutani (Director, Career Development Centre)	<a href="https://yorku.zoom.us/j/99058837730">https://yorku.zoom.us/j/99058837730</a>
<b>4:15- 4:45</b>	<b>Meeting with Dean Detlev Zwick</b>	<a href="https://yorku.zoom.us/j/91269082894">https://yorku.zoom.us/j/91269082894</a>
<b>4:45 – 5:00pm</b>	<b>External Reviewers Private Meeting/ Wrap-Up</b> (Amin Mawani, Joseph Mapa, and Marcia Annette will be available to answer questions as needed)	Same link as above

+ Meeting with Dean Zwick on Friday Jan 21 12:00-12:30.

- Who was interviewed?  
See above itinerary.
- What facilities were seen?
  - The visit was conducted via Zoom.
- Comment on any other activities relevant to the appraisal.
  - N/A

In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:

- How effective was the proposal brief in preparing you for the visit/virtual site visit?

The proposal was effective in providing an overview of the program, including its mode of delivery and details regarding library supports and the experiential learning component. The brief was well researched and provided insights into the planning work that was done by Faculty at the Schulich School of Business. We had a good understanding of the program before the meetings and had several questions about the program ready to ask during the meetings.

- How could the logistics of the visit/virtual site visit be improved?

The site visit could be undertaken in an in-person or in a virtual format. The Zoom meetings scheduled throughout the day were effective in bringing key faculty and university staff in to meet with the reviewers and discuss the New Program Proposal document. Elizabeth Borycki, one of the reviewers from the West Coast of Canada, indicated that the Zoom meeting approach was effective and more convenient from a scheduling perspective. It also was more convenient having eliminated travel time. The reviewers did not have the opportunity to walk through the site facilities. This could be addressed by providing a video of the classroom facilities with a faculty member walking the reviewer through.

Although it was not planned that way, both the reviewers enjoyed meeting with the Dean the day after the main review rather than at the end of the review day. This gave a bit of time for reflection and an opportunity to address any additional questions before meeting with the Dean. The Dean was helpful and provided an excellent context for the need of the program from an industry perspective.

The reviewers had mixed impressions of the library meeting. Elizabeth Borycki, one of the reviewers, found the meeting with library staff useful. Library curated and training opportunities in the area of industry specific data sets, analytic software and new visualization software tools was effectively covered, given the emphasis on data analytics and visualization in the program's curriculum. The other reviewer, Greg Zaric, indicated that he usually finds the time allocated to meet with the library staff to be too long, particularly in the case of a professional, non-thesis, masters program.

## 2. EVALUATION CRITERIA (QAF 2.1.2)

Please provide commentary on the following evaluation criteria:

### 2.1 Objectives of the program (QAF 2.1.2.1)

- Are the program's [objectives](#) clearly described?

Yes, the objectives are clearly described in the program proposal:

The program's goals and objectives are follows:

#### Goal 1: Core Knowledge & Understanding of Health Administration

1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration.

1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration

#### Goal 2: Critical Analysis and Decision-Making

- 2.1 Identify and analyze critical problems and opportunities in complex healthcare settings
- 2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts
- 2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.

Goal 3: Professional Communication

- 3.1 Prepare and deliver effective and engaging oral presentations.
- 3.2 Prepare effective business documents appropriate for the target audience
- 3.3 Apply appropriate strategies to work effectively in teams

Goal 4: Professional Judgment, Ethical Behaviour & Social Responsibility.

- 4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings.
- 4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

Overall, the program objectives are clearly presented and described. For Goal 2, another objective could be added that of applying tools learned in the context of the program to solve complex health problems; for example, in the proposal courses focused on analytics, modelling, entrepreneurship, innovation, design and management of processes all involve application of management and data analytic techniques to identify and create innovative solutions to complex problems. Entrepreneurship and innovation involve the creation of solutions.

- Is the degree nomenclature appropriate, given the program's objectives?

The degree nomenclature is appropriate given the program's objectives. A master's degree is appropriate given that students with undergraduate degrees who are working in healthcare, and individuals who are working in administrative positions will be applying to the program. The positions that graduates would hold are consistent with those in healthcare where managers and specialists in data science typically hold master's degrees in health administration in the public and the private sector.

- Are the program's objectives consistent with the institution's mission and academic plans?

The program's objectives are consistent with the institution's mission and academic plans. Schulich School of Business at York University is one of the highest ranked business schools in Canada. Of note, many healthcare industry headquarters in the pharmaceutical industry, medical device sector, software, and digital health start-ups are in Toronto or the Greater Toronto area. In addition to this, Canada's largest and most innovative hospitals are in downtown Toronto (with other large hospital systems growing in the North of Toronto and cities North of Toronto such as Barrie, Markham). There is a need to hire individuals with the type of background that will be afforded to students, who have graduated from this program to meet the needs of the healthcare private and public sector. There is a need for graduates that can innovate and implement innovations in the health sector.

## **2.2 Program Requirements (QAF 2.1.2.2)**

*NOTE: The Quality Assurance Framework requires a clear distinction between program objectives, program-level learning outcomes, and [Degree Level Expectations](#). See the [Guidance on Program Objectives and Program-level Learning Outcomes](#) for details on the distinction.*

- Is the program's structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?

Given the program has a focus on healthcare, it is suggested that the course on preventive healthcare be expanded to include infectious and chronic illnesses. The focus on preventative care is one that is on wellness alone, while much of the health care industry across the pharmaceutical, genomic, medical device, software and healthcare delivery sectors (e.g. hospital, home care and long term care) focus on the management of infectious and chronic diseases. Chronic diseases remain the most pervasive and costly to Canadian society and healthcare globally. These include heart disease, stroke, chronic obstructive pulmonary disease, cancers, diabetes, and Alzheimer's disease). Both the chronic illness and ways that these illnesses can be effectively managed to ensure participation in the Canadian workforce and society and reduce the costs of providing care should be considered in the context of a course. Most private sector healthcare industries and public sector organizations such as regional health authorities, hospitals etc. focus on managing or enabling function for those living with a chronic illness. The aim is to reduce the cost associated with disease to individuals and society as well as managing the risk for a developing disease.

It is also encouraged that project management be included as part of the educational curriculum. The focus is on modeling and analyzing the environment as well as developing tools. Project management knowledge will be essential when implementing these new products and technologies in the healthcare system (i.e., bringing in a new therapeutic into a healthcare setting with physician partners, developing a new medical device and deploying the device into the healthcare sector with public sector managers).

#### References:

Benefits Canada. (14-06-2019). What are the Top Chronic Diseases in the Workplace?  
<https://www.benefitscanada.com/news/bencan/what-are-the-top-chronic-diseases-in-the-workplace>

Government of Canada. (21-12-2021) Chronic Disease Data and Indicators  
<https://www.canada.ca/en/public-health/services/chronic-diseases/chronic-disease-facts-figures.html>

World Health Organization. Facing the Facts: The Impact of Chronic Disease in Canada.  
[https://www.who.int/chp/chronic\\_disease\\_report/media/CANADA.pdf](https://www.who.int/chp/chronic_disease_report/media/CANADA.pdf)

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

- Does the (proposed) mode of delivery facilitate students' successful completion of the program-level learning outcomes?

The program is structured around typical working professionals with classes taking place in the classroom after a typical workday or as a workshop on weekends. The reviewers noted that, although the class schedules are to be designed with part-time students in mind, program faculty anticipate that it will attract mostly or exclusively full-time students for the first few years. Of note, given the current virtualization of the education sector (i.e., moving to teaching both in face-to-face, in the classroom formats and virtually using technologies such as Zoom and Microsoft Teams), it is suggested that other alternative virtual approaches, which may include virtual attendance in the classroom setting as well as virtual workshops be explored depending



on future student needs. This flexibility in type of delivery (i.e., face to face versus virtual) may lead to greater recruitment of highly qualified students as there will be fewer issues associated with students having trouble in attending face-to-face classes due to travel times and work commitments. Of note, given the target group of potential students, many industries have moved some part of their workforce to work from home. It may be that in this context, students will expect some part of the program to be virtual as a natural expectation that class attendance would parallel virtual work.

- Does the curriculum address the current state of the discipline or area of study?

Yes. It was described during one of our meetings with the Schulich team that the focus of this program would be on individuals who work in the private sector or interface between the public sector and private sector when bringing in new products and technologies for use in hospitals, home care agencies, long term care etc. This type of individual with deep knowledge of both sectors is needed to identify and bridge in new technologies.

### **2.3 Program requirements for graduate programs only (QAF 2.1.2.3):**

- Does the program length ensure that students can complete the program-level learning outcomes and requirements within the proposed time period?

Some students will be able to complete the program within the defined requirements. Full-time students should be able to complete the program in one year, but more flexibility may be required for part-time students or students who pivot to part-time status part way through the program. Given the nature of the program and the knowledge and skills that are being developed, it is expected that some students will take full-time employment while in the program, consistent with the experience in some of the other pre-experience MSc programs offered by Schulich. The employment of students during their studies will even be more likely with the plan to include experiential learning opportunities in the context of the program in private sector companies and healthcare organizations. It must be noted that specific skills such as modeling and data analytics in the context of both the private and public sector are highly in demand and student advanced knowledge of these areas may also lead to some students advancing in the workplace so part-time study may be more acceptable at some points in the program.

- Are graduate students required to take a minimum of two-thirds of the course requirements from among graduate-level courses?

Yes, all courses in the program are at the graduate level.

- For research focused graduate programs, are the nature and suitability of the major research requirements for degree completion appropriate?

N/A, this is a professional non-thesis program.

### **2.4 Assessment of teaching and learning (QAF 2.1.2.4)**

*NOTE: 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 further details and examples of measures for assessing teaching and learning that meet the requirements of the Quality Assurance Framework.*

- Are the methods used to assess student achievement of the program-level learning outcomes and Degree Level Expectations appropriate and effective?

Student grading and assessment will be based on a variety of instruments including written assignments, case analyses, team, presentations, examinations, and classroom contribution. This is appropriate for a professional master's program.

- Are the plans in place to monitor and assess the following, both appropriate and effective?
  - 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.

Yes. The program has an "Assurance of Learning" plan, to be implemented using the Schulich LMS system (Canvas). Learning outcomes have been mapped to individual course assessment points. Grades entered into the LMS can automatically show progress towards learning outcomes. The LMS can prepare reports for the program director each year, and these can help to guide any ongoing quality initiatives.

## **2.5 Admission Requirements (QAF 2.1.2.5)**

- Are the program's admission requirements appropriate, given the program objectives and program-level learning outcomes ?

The stated requirement is an undergraduate degree with a minimum B+ average in the last two years. It is not clear if it must be an Honors degree or any four-year degree. Proof of English language proficiency is required for students whose first language is not English, demonstrated by a minimum TOEFL score of 100 or IELTS of 7.0 with minimum component scores in each. Applicants must also supply two letters of reference. This is an appropriate requirement for admission into a graduate program.

The program intends to admit undergraduate students directly from a baccalaureate degree program, as well as healthcare professionals, analysts and/project managers who work in healthcare who are working in entry level roles. Consideration should be given to the possibility that there will be differences in the level of knowledge and work experience of the two groups of students. Health professionals such as physicians, nurses and allied health professionals have training in the context of their undergraduate programs and may have relevant practical experience in areas such as managing teams, quality improvement, program management, management of a medical office or clinic and integrating new technologies into healthcare environments. These competencies may be significantly more advanced than that of a student who is a direct admission from an undergraduate program. However, direct admission students from some degree programs may have more advanced technical skills. In addition to this many physicians hold undergraduate, masters and doctoral degrees in related areas such as computer science, biology, genomics, engineering and business. If the program admits significant numbers of students with this type of background then faculty will need to carefully manage the different backgrounds and expectations of these different student groups, both in the classroom and in the admission process.

- Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

Graduates of a 3-year degree may be admitted as long as they have at least one year of relevant work experience. The program may need additional supports for students with weaker technical backgrounds. This could be addressed by identifying courses that students would require to take prior to applying to the program (e.g. statistics, data analytics).

Some health professionals will have advanced knowledge of the management of specific illnesses and diseases and may have undergraduate competencies in some program areas due to their having undergraduate, masters or PhDs. The program will need to acknowledge these competencies and address them should students challenge any requirements.

## 2.6 Resources (QAF 2.1.2.6)

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

- a) Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?

Yes, the program has a large pool of full-time faculty and adjunct faculty to teach in the program. As this is not a thesis-based program, it should not create additional workload for student supervision.

- b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?

Adjunct and sessional faculty will play a significant role in the program delivery. It is expected that adjunct and sessional faculty will teach in the courses and workshop sessions. Adjunct and sessional faculty have a background in healthcare administration and management education. In addition to the experiential and professional background of adjuncts and sessional includes strategic thinking, systems design, value creation and healthcare quality.

- c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?

There is a focus on experiential learning primarily through the capstone field project course, "Strategy Consulting Study in Healthcare". There is also the potential for integration of internship, co-ops, and other work-integrated learning opportunities. The task force has already identified several pilot sites for internships to take place. If co-op opportunities are expanded, it is not clear if a student's current workplace would count as a co-op placement. If it could, how would the assessment be made? If could co-op placement opportunities were expanded, could they be tailored to students to help build specific competencies?

Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate? *NOTE: External Reviewers are not expected to assess the financial viability of a program, and internal budgets are not under the purview of the External Review of a New Program Proposal. Provide a general assessment of the administrative unit's planned use of existing financial resources.*

The program makes appropriate use of resources. As noted in the proposal document, “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 as are 8 small group breakout rooms where teams can prepare their group assignments.”

Faculty members have been identified to teach courses in their areas of specialization. This includes courses taught by part-time and adjunct instructors. Several courses in the program will be adapted from existing courses in the business school or other units at York, reducing development effort.

- d) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

The library has significant resources for students across York’s various business programs. The library has identified several specialized resources that may benefit students in this program. This includes journal access through Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL), as well as field-specific databases and statistics services. Since this is a small program and not thesis-based. These resources are appropriate.

## **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:

- Does the faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate?

The faculty are highly-qualified to teach and mentor in this program. The tenure-stream faculty conduct research in relevant technical (e.g., machine learning) or applied (e.g., healthcare finance) areas. They are active in securing research funding and supervising graduate students. The part-time faculty have significant relevant industry experience (e.g., hospitals, biosciences companies).

- Where appropriate to the program, is financial assistance to students sufficient to ensure adequate quality and numbers of students?

This is not a research-based program. As such, students will have access to normal financial aid and scholarship packages provided by the Schulich School of Business. No additional financial support will be provided. This is consistent with other business-school based MSc programs.

- Are supervisory loads adequately distributed, in light of the qualifications and appointment status of the faculty?

This is not a research-based program. As such, there is not a need to supervise student theses.

## **2.8 Quality and other indicators (QAF 2.1.2.8)**

- Comment on 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).

The faculty are highly-qualified to teach and mentor in this program. The tenure-stream faculty conduct research in relevant technical (e.g., machine learning) or applied (e.g., healthcare finance) areas. They are active in securing research funding and supervising graduate students. The part-time faculty have significant relevant industry experience (e.g., hospitals, biosciences companies).

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

The program interleaves in-class room teaching with workshops and experiential educational opportunities with industry. There is a strong integration of management research and opportunities to apply knowledge and skills acquired in the classroom with leading private and public sector organizations. There are many examples of academic-industry consultation work to create educational opportunities that are meaningful and lead to translation of new management knowledge and skills to receiving partner organizations.

### 3. ADDITIONAL COMMENTS

- Include any additional assessment of the New Program Proposal as a whole, as appropriate.

Apart from comments noted above, and in the recommendations below, this is a strong, well-thought out proposal. The program fills a market need. Adequate faculty and institutional resources are in place for the program to be a success. Industry consultation and collaboration ensures that students will be employed in roles in managing key areas of organizations.

- Comment on any other issues, as applicable.

No other issues.

### 4. SUMMARY AND RECOMMENDATIONS

Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable.

Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.

*NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.*

**Recommendation 1:** Account for diversity in student academic background. If the program grows in popularity it may attract students from multiple academic backgrounds and career stages. It may be necessary to allow students from some backgrounds to waive courses that are similar to courses taken during their undergraduate degrees (e.g., the marketing and financial decision making courses for students from business degrees; the preventive healthcare course for students from nursing or public health backgrounds).

**Recommendation 2:** Allow flexible progression requirements for part-time students and students who are working full-time. A full-time course schedule may be challenging for students

who have significant outside commitments. It may also give students who do not have any outside commitments an advantage in the program in that they have more time to devote to completing assignments and other deliverables. The school should consider allowing students to progress through the program on a part-time basis. Consider designing the program to be delivered partly in-person and partly virtually (e.g., Zoom, Teams) to maximize access by part-time students.

**Recommendation 3:** Ensure that the distinction between the similar-sounding Health Industry Administration and the MBA Health Industry Management options is clear for prospective students.

**Recommendation 4:** Consider expanding co-op opportunities, particularly for pre-experience students, as a method of improving their job market prospects on graduation.

**Signature:** Elizabeth Borycki \_\_\_\_\_

**Signature:** Greg Zaric \_\_\_\_\_

**Date:** Feb 21 2022 \_\_\_\_\_

**York University**  
**Schulich School of Business**  
**Master of Health Industry Administration**  
**Response to External Appraisal Report**

March 2022

The Schulich School of Business would like to express our sincerest thanks to Professor Elizabeth Borycki (University of Victoria) and Professor Greg Zaric (Western University) for their valuable appraisal of the proposed Master of Health Industry Administration.

We were very pleased to read that the appraisers viewed our proposal document strong and well thought through, and we appreciate their strong endorsement of our program. Below we respond to their recommendations as they appear in the Summary and Recommendations section of the External Appraisal Report:

**Appraisers' recommendation 1:** *Account for diversity in student academic background. If the program grows in popularity it may attract students from multiple academic backgrounds and career stages. It may be necessary to allow students from some backgrounds to waive courses that are similar to courses taken during their undergraduate degrees (e.g., the marketing and financial decision-making courses for students from business degrees; the preventive healthcare course for students from nursing or public health backgrounds).*

Should the program grow in popularity in the manner envisaged by the appraisers, the program will consider implementing one of the following practices 1) waiver with replacement or 2) advance standing. These are practices currently in use by Schulich admissions team in cases where subject matter covered in an admitted student's undergraduate degree overlaps with some subject matter in the graduate program into which the student is admitted. Furthermore, we will implement these policies in a manner consistent with the current practice at Schulich which a) limits the number of waiver with replacement or advanced standing credits a student can receive in a program and 2) requires students to have completed two undergraduate courses (with a minimum B GPA in each) covering the content of the course in the graduate program for which waiver with replacement or advanced standing is being requested. As the assessors allude to, these are not measures to be undertaken immediately, but would be borne in mind for implementation after the program has been in place for several years and more is known of the background of the applicant pool. This recommendation therefore has not led to any changes to the program proposal.

**Appraisers' recommendation 2:** *Allow flexible progression requirements for part-time students and students who are working full-time. A full-time course schedule may be challenging for students who have significant outside commitments. It may also give students who do not have any outside commitments an advantage in the program in that they have more time to devote to completing assignments and other deliverables. The school should consider allowing students to progress through the program on a part-time basis. Consider designing the program to be delivered partly in-person and partly virtually (e.g., Zoom, Teams) to maximize access by part-time students.*

The current proposal is for a full-time program. To satisfy this recommendation would require the simultaneous development and launch of a part time program. Whilst we do believe that the program would also be attractive to working professionals for whom a part-time option would be ideal, we however believe that it is more prudent to defer the launch of a part time option to a future date, after the full-time program has been well established in the market and when “there are enough numbers to warrant a second section of classes” (p. 8 program proposal). That said, recognizing that working professionals are likely to be attracted to the current full-time program, as the proposal notes we will be “offering courses in the evenings and on weekends” (p. 8). Although we have not adjusted the program proposal to accommodate this recommendation, it is important to point out that the current proposal is in alignment with the appraisers on the likely need for a part-time option to the program, the only difference being with the timing of the program’s launch. Therefore, when we do develop the part time program, to maximize access by part-time students, we will ensure that blended delivery formats suggested by the appraisers are emphasized in the program design.

***Appraisers’ recommendation 3:*** *Ensure that the distinction between the similar-sounding Health Industry Administration and the MBA Health Industry Management options is clear for prospective students.*

Schulich does not have an MBA Health Industry Management. Instead students taking the MBA can specialize in the Health Industry by taking 12 credits of Health Industry Management electives within the MBA. The distinction between the MBA (with a Health Industry Specialization) and the Master of Health Industry Administration is clear to the School’s recruitment team. Furthermore, Schulich does have prior experience of offering new master programs that are similar sounding to existing specializations within the MBA. For example, we launched a Master in Real Estate and Infrastructure many years after, the Real Estate and Infrastructure specialization within the MBA had been established. Both programs currently coexist, and our recruitment team has been successful in clearly differentiating the two options for prospective students. We believe that they can similarly make the Master of Health Industry Administration quite distinct from the Health Industry specialization in the MBA to prospective students. As this recommendation does not speak to the program itself, it has not led to any change to the program proposal.

***Appraisers’ recommendation 4:*** *Consider expanding co-op opportunities, particularly for pre-experience students, as a method of improving their job market prospects on graduation.*

Schulich does not have a co-op office and therefore the program does not have the capacity to offer co-op opportunities to pre-experience students. Whilst the School recognizes the requirement of its graduate programs to improve job market prospects for pre-experience students, it believes that co-ops are just one means of achieving this objective. Schulich’s approach instead has been to incorporate a rich and varied range of experiential education elements into all of its programs. The MHIA program has benefitted substantially from the School’s expertise and long tradition in delivering high impact experiential education experiences. As the program proposal notes:

“While most courses in the program contain some form of experiential learning (e.g., case analysis activities, guest speakers from industry, simulations, etc.), the program also offers a capstone course titled MHIA 6100 3.0 Strategy Consulting Study in Healthcare. This course offers an innovative student learning experience in which students have the



opportunity to apply theories and concepts to a real-world company problem as they prepare consulting reports under the supervision of experts from academia, business and health organizations.” (p.9 program proposal)

We believe that the combination of all these experimental learning opportunities will improve the job market prospects for the pre-experience graduates of the MHIA as they have done for other pre-experience graduates of the School’s other master programs. Thus, for the reasons explained above, we have not adjusted the program to accommodate this recommendation.

**Appraisers’ suggestion** *Given the program has a focus on healthcare, it is suggested that the course on preventive healthcare be expanded to include infectious and chronic illnesses.*

We thank the appraisers for this suggestion which we wholeheartedly endorse. As a result, not only have we expanded the course Preventative Health Care (MHIA 5130) to include infectious and chronic illnesses, we have also revised eight additional courses to recognize this topic. The course outlines of the following 9 courses have been accordingly adjusted in light of this suggestion.

- MHIA 5130: Preventive Healthcare
- MHIA 5140: Digital Health
- OMIS 5050: Analytics and Modelling for Healthcare
- MKTG 5201: Marketing Management for Healthcare
- HIMP 6150: Economics of Healthcare
- MHIA 6160: Quality and Value in Healthcare
- MHIA 6170: Performance Indicators in Healthcare
- HIMP 6180: Entrepreneurship & Innovation in Healthcare
- MHIA 6200: Public Policy in Healthcare


# Memorandum

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**To:** Whom it may concern

**From:** Detlev Zwick, Dean, Schulich School of Business 

**cc:** Marcia Annisette, Associate Dean Academic, Amin Mawani, Associate Professor  
Accounting, Joseph Mapa Adjunct Professor

**Date:** March 25, 2022

**Subject:** Response to External Appraisers' Report (MHIA)

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Thanks to Professor Elizabeth Borycki and Professor Greg Zaric for reviewing the proposed Master of Health Industry Administration degree program and for their comments and recommendations, which I read as a strong endorsement of the program. The External Appraisers' report makes four major recommendations which I paraphrase and respond to below:

**1. That in the future the program considers a way of granting exemptions to recognize a student's prior academic background**

The School already has well-developed policies for granting exemptions to our programs and will apply these to the MHIA should it be determined in the future that exemptions are warranted.

**2. That the program develops and launch a part-time option**

Resource constraints and risk mitigation considerations suggest that we not launch a full-time and a part-time program simultaneously. Our approach will be to launch the part-time option after the full-time option is well established. Nonetheless recognizing that working professionals will be attracted to the current program, courses in the program will be scheduled in a way that would make it accessible to this important constituency of potential applicants

**3. That the program ensures no confusion in the market for the MHIA as it relates to the MBA**

The School has successfully differentiated its various specialized Master degrees from similar sounding specializations within the MBA and I am quite satisfied that the program has clearly differentiated the MHIA from the Health Industry specialization in the MBA and that this distinction would be clear to the market.

**4. That the program considers co-op opportunities to ensure that pre-experience students are market ready**

As the program has benefited from the School's experience and long tradition in delivering experiential education, I am convinced that its embedded experiential elements fully address the reviewers' valid concerns for pre-experience students' job market prospects.

In summary, it was encouraging to read that none of these recommendations call for changes to the structure and content of the proposed program, but rather point to matters for the program to consider in the future. I was also encouraged to read that in the main, these recommendations have either been anticipated by the program or involve matters with which the School already has experience. In conclusion therefore, I wish to express my full support for the proposed Master of Health Industry Administration.

# Memorandum

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

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To: Martin Bunch, Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: June 6, 2022

Subject: Support for new Master of Health Industry Administration program, Schulich School of Business

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I write this letter in continued support of the new Master in Health Industry Administration (MHIA) program proposed by the Schulich School of Business.

This applied, professional graduate program will help meet demand in healthcare related industries for managers with business knowledge relevant to the health professions that includes strategic thinking, systems design, ethical judgment, supply chain management, data analytics, healthcare quality assessment, project management, and value-creation. The focus and length of the MHIA make it singular in Canada among comparator graduate programs.

SSB is well-equipped with the resources needed to support graduate students in this area. Faculty and space capacity are already in place, as are library and technology support and student and career services within the business school. As a course-based program with experiential learning components, the MHIA will not require graduate supervision resources, nor additional research funding from within or outside of the University. The input of the reviewers has been carefully reviewed and addressed by the School in its thoughtful refinement of this new professional graduate program.

I endorse this program which makes excellent use of York's expertise and offers students a robust pathway to meet demand for postgraduate management leadership in the complex and rapidly changing healthcare field.



## **New Undergraduate and Graduate Degree Program New Program Brief Template**

The development of new undergraduate and graduate degree programs follows the protocol for new degree approvals as outlined in the York University Quality Assurance Process and also complies with the Quality Council's Quality Assurance Framework.

The Program Brief for new degree programs that require full approval includes two components for undergraduate programs and three components for graduate programs, as follows:

- program proposal, including letters of consultation/support and other relevant appendices
- curricula vitae of the faculty, including, for graduate programs, program-specific appointment criteria

To ensure that all of the evaluation criteria are addressed in the proposal under development, program proponents are required to submit the New Program Brief in the following format.

# **York University New Program Brief of the Graduate Programs in Global Health Submitted: September 2020**

## 1. Introduction

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

The Master's and PhD Programs in Global Health will prepare future leaders who contribute to transformational change in global health through research, practice, and policy. The Programs will cultivate critical and solutions-focused inquiry that unites expertise across multiple disciplines to foster integrative thinking and enable students to engage in independent, interdisciplinary original research that provides a foundation for advancing the next generation of leadership needed to overcome the global health challenges of the 21<sup>st</sup> century.

The importance of interdisciplinarity is based on its ability to foster innovative perspectives and concepts that hold the potential to solve often intractable problems.<sup>1</sup> Mathematician and astronomer Pierre-Simon Laplace emphasized that “to discover is to bring together two ideas that were previously unlinked.”<sup>2</sup> The Canadian Institutes of Health Research (CIHR) recognizes the important role of interdisciplinarity as it advances collaboration between health and social sciences, through such funding initiatives as the Network for Global Governance Research on Infectious Disease (GGRID), that required collaboration among health and social scientist co-principal investigators and investigative teams. The new graduate offerings seek to leverage opportunities to foster interdisciplinarity across faculties in York University as well as in other universities through cotutelle opportunities.

The designations of Master of Arts (MA) and PhD in Global Health reflect the interdisciplinary nature of international global health programs. The University of Washington offers both an interdisciplinary PhD in Global Health that links global health with metrics and implementation science, and a new professional Doctor of Global Health Leadership and Practice (DrGH). The University of Geneva PhD in Global Health uses a transdisciplinary approach through collaboration between the Faculty of Medicine and the Swiss School of Public Health with a focus on implementation research. In Canada, McMaster University recently launched a PhD in Global Health. At the Master's level, there is more variation in designations. For example, New York University's Wagner Graduate School of Public Service offers a dual Masters in Public Administration and Masters of Public Health in Global Health (MPA-Global MPH). The Karolinska Institute offers a Master of Medical Science with a Major in Global Health. The London School of Economics and Political Science hosts a Master of Science (MSc) in Global Health Policy. In Canada, McMaster University also hosts a Master of Science (MSc) in Global Health. Western University offers a Master of Management of Applied Science (MMASc) in Global Health Systems. Several Master of Public Health (MPH) programs also include a concentration in Global Health, such as the University of Alberta.

- 1.2 For graduate programs that wish to have a Quality Council endorsed field(s), please indicate the field(s) for each of the master's and PhD programs.  
N/A

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<sup>1</sup> Gill, S. V.; Vessali, M.; Pratt, J. A.; Watts, S.; Pratt, J. S.; Raghavan, P.; DeSilva, J. M. The Importance of Interdisciplinary Research Training and Community Dissemination. *Clin. Transl. Sci.* 2015, 8, 611–614.

<sup>2</sup> Ramon y Cajal S. *Advice for a Young Investigator*. Cambridge, MA: MIT Press; 1999.

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

A Global Health Graduate Program Task Force with representation from the four schools and departments within the Faculty of Health was formed to develop and consult on the program model from 2017 to 2019. The Task Force engaged in consultations with the following series of experts in determining the optimal program model:

1. Dr. Tim Evans, Dean, School of Population and Global Health, McGill University
2. Dr. Liette Gilbert, Graduate Program Director, Environmental Studies, York University
3. Dr. Denise Gastaldo, Faculty of Public Health, University of Toronto
4. Dr. John Frank, Director, Scottish Collaboration for Public Health Research and Policy ([www.scphrp.ac.uk](http://www.scphrp.ac.uk)); Chair, Public Health Research and Policy, Usher Institute of Population Health Sciences and Informatics, University of Edinburgh
5. Dr. Julio Frenk, President, University of Miami and former Dean, School of Public Health, Harvard University
6. Dr. Michaela Hynie, President, Canadian Association for Refugees and Forced Migration Studies (CARFNS) and Professor, Psychology, York University

A Graduate Program in Global Health Committee was formed to draft the proposal in August 2019, comprised of four continuing and five new Global Health faculty members of the new School of Global Health and a doctoral student representative.

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

The Graduate Program will be anchored in the new School of Global Health, in the Faculty of Health, which was approved by the York University Board of Governors in March 2020.

## 2. General Objectives of the Program

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

The Master's and Doctoral Programs in Global Health aim to prepare future leaders in research, practice, and policy-related scholarly pursuits, who contribute to transformational change in global health. The Program seeks to cultivate critical and solutions-focused inquiry that unites expertise across multiple disciplines to enable students to engage in interdisciplinary original research that provides a foundation for advancing the next generation of leadership needed to address the global health challenges of the 21st century. Applicants will be matched with an appropriate academic supervisor/mentor as a condition of admission, and an independent learning plan (ILP) will be developed and refined to empower students to customize their learning toward innovative enquiry and solutions. Exposure to multiple disciplinary fields will support students to engage in integrative interdisciplinary research that advances leadership in transformative change in global health. Graduates will acquire skills to work in the interface between science and governance in order to realize research impact on policy and practice. The Programs emphasize transdisciplinary research approaches and leadership with the potential to hasten cooperation to advance global health solutions. The programs are thus designed to attract existing as well as future leaders.

A critically-oriented, solutions-based approach to graduate projects will be adopted that may encompass design methodologies. The Program requirements will include a core course comprised of modules, and a seminar course supported by the Dahdaleh Institute for Global Health Research. Guided by an independent learning plan (ILP) developed in cooperation with their advisory committee, students will take additional courses or training opportunities that support their area of research and develop a skill set around a hybrid disciplinary area. Theoretical lenses will be identified to guide in depth analysis of the issues addressed. Collaboration will occur across faculties at York University to support this approach. A cotutelle model with faculty in other universities whose expertise aligns with a student project will be based on student interest and creativity.

A further objective is to encourage international applicants including those from low- and middle-income countries (LMICs) to enhance diversity and equity in Program access in partnership with the United Nations Institute for Training and Research (UNITAR). CIFAL, the French acronym for International Training Centres established in collaboration between UNITAR and host local institutions, acts as a hub for sharing knowledge and building capacity around the world. CIFAL York is the first designated UN Training Centre in Canada and will support the following areas: Health and Development, Disaster and Emergency Management, Entrepreneurship and Economic Development, Diversity and Inclusion and Advancing the UN's Sustainable Development Goals. With the support of UNITAR (letter enclosed) and CIFAL York, the experience and outreach of program faculty members and York University Advancement, we are committed to identifying and securing sources of scholarships and bursaries for Visa students. As LMIC students have the greatest need and face the greatest barriers, they will be the prime focus of our scholarship and bursary activities.

We propose a PhD that is open to customization by students across disciplinary areas. The field of global health governance, for example, includes disciplinary lenses of both international relations and public health. We consider the *cotutelle* degree type to be the best fit.

The proposed PhD in Global Health has been designed to be flexible and foster deep interdisciplinary experience in the achievement of program learning objectives and outcomes, offering bespoke learning for each student and project. The program will be structured and fostered by the independent learning plan (ILP) co-developed by student and supervisor(s) setting out the best way for the student to satisfy the program learning outcomes given their experience and the research to be undertaken. For instance, while one global health PhD student's ILP could most effectively be satisfied with a project supervised by a scholar within the School of Global Health alone, another global health PhD student's ILP could be best satisfied through supervision by faculty in the School of Global Health and Osgoode Hall Law School. This requires the ability to provide students with different ways to achieve program learning outcomes via their ILP.

**Cotutelle:** Involves a customized program of doctoral study developed jointly by two programs for an individual student who meets each program's doctoral requirements, but produces a single thesis examined by a committee drawn from both programs. Though two degrees are granted, the transcript would note the degrees were completed under a Cotutelle arrangement. As this arrangement relates to existing, approved programs, no separate appraisal or review process applies. The proposed PhD in Global Health and another field would most closely mirror a cotutelle, albeit an *intra-institutional cotutelle program*. Similar to *inter-institutional cotutelle programs* that are based on existing, approved programs, no separate appraisal or

review process would apply. (A benefit of the *intra-institutional cotutelle* is that both programs would already be approved by the quality council precluding need for distinct/further reviews.)

The proposed Global Health PhD Program would allow students to choose one of three paths: (i) single degree program, (ii) inter-institutional cotutelle program, or (iii) intra-institutional cotutelle program. OUCQA has approved (i) and (ii) as existing program types. We propose including (iii), which is made of up elements that OUCQA has approved within existing program types in parts elsewhere. As such, the proposed program is designed to reflect characteristics and standards of already approved program types – i.e., it is modelled very strongly on *inter-institutional cotutelle* with one slight difference. In order to achieve the innovative and world-leading PhD program in global health we propose an option for *an intra-institutional cotutelle* program that requires:

- **Flexibility** – Some students and projects will require very specific, and in some cases unique, requirements, that at the same time does not make sense to establish a general collaborative specialization or combined degree program for one person. Just as the *inter-institutional cotutelle* model has been approved to fill such gaps, the proposed *intra-institutional cotutelle* option seeks to fulfill this in the same way using existing capacity strengths within York.
- **Interdisciplinary** – Most global health research projects are interdisciplinary, and in some cases transdisciplinary, which requires different forms of expertise, methodology, and supervision that can only be achieved through an intra-institutional cotutelle model that seeks to devise comprehensive and unitary interdisciplinary learning outcomes and approaches. Most collaborative specialization or combined degree program structures are multi-disciplinary in contrast, involving the separate completion of different courses with different learning outcomes, from different disciplinary perspectives.

The *intra-* and *inter-institutional cotutelle* models support the Program Learning Objectives (Appendix 1) and Outcomes:

- *Depth and breadth of knowledge:* A multidisciplinary approach seeks separate understandings of disciplinary bodies of knowledge, and not the interdisciplinary (or transdisciplinary) basis for most global health doctoral projects. The *intra-institutional cotutelle* supports students to achieve the goals of inter- and trans-disciplinarity while remaining within the same university.
- *Research and scholarship:* A multidisciplinary approach relegates the conceptualization, design, and implementation of research into disciplinary categories that do not easily allow for the generation of new interdisciplinary knowledge. The ability to make informed judgments on complex issues in a specialist field like global health can sometimes call for new methods or applications that require the design of an ILP supported by supervision in two separate academic units.
- *Level of application of knowledge:* An approach that does not put either a discipline or an interdisciplinary area above another is very difficult in a collaborative specialization or combined degree program. Some global health PhD projects, especially for those students who have years of professional experience in the field, will require a program structure that



allows for the unique strengthening of academic or professional skills, techniques, tools, practices, ideas, and/or theories that comes from an intra-institutional structure.

- *Professional capacity/autonomy*: The *intra-institutional* degree option for the global health PhD reflects the need for both disciplinary and interdisciplinary expertise in global health professional careers. It is also further enhancing of the range of post-PhD student employment opportunities in the field of global health.
- *Levels of communication skills*: The *intra-institutional* degree option for the global health PhD can help to better provide the experience and training necessary to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively across the multi-sectoral and multi-jurisdictional field of global health.
- *Awareness of limits of knowledge*: The *intra-institutional* degree option for the Global Health PhD can help to ground a robust appreciation of the limitations of an approach to global health in a disciplinary vs. multidisciplinary vs. interdisciplinary fashion, and the ability to navigate the knowledge production and mobilization structures that exist across the different sectors and jurisdictions of the field of global health.

To summarize, an *intra-institutional cotutelle* would fulfill the goals of the program for the following reasons: 1) a capacity to develop expertise in a *hybrid disciplinary area* where neither discipline or interdisciplinary area is placed above the other; 2) student choice; 3) student flexibility; 4) highly innovative dissertations are more likely to emerge from a lens that incorporates two separate disciplines, reinforcing the “critical problem-solving” approach of the program; 5) allow students to achieve the goals of a cotutelle within the same university; 6) enhance the range of post-PhD student employment opportunities; and 7) need for both disciplinary and interdisciplinary expertise in global health-focused careers.

The doctoral research contribution will involve either a dissertation (thesis) or a portfolio that will vary based on the issue and solution addressed through a critical problem-solving lens, including one or more of the following: publications in peer-reviewed journals, a multilateral team project that addresses a global health issue, such as the design of a model program, policy or an international law or treaty, where “multilateral” is defined as working across international or inter-nation state institutions, UN agencies, and or across sectors including civil society, the private sector, and individual or multiple governments.

We propose a PhD Program with three different ways to structure and approach how the program is completed. ILPs will be customized to address students’ research areas and projects. The vast majority of students are expected to pursue a *non-cotutelle* PhD in Global Health. As part of the unique design of our Program, students will be supported to complete an *inter-* or *intra-institutional cotutelle*, on a case-by-case basis, subject to approval by the cooperating University or Program. The *inter-institutional* PhD will follow processes outlined by the Faculty of Graduate Studies (link: <https://www.yorku.ca/gradstudies/students/current-students/regulations/degree-types-minimum-requirements-and-regulations/>). The *intra-institutional* PhD will build upon existing *intra-institutional* degree programs at York. Specifically, it will involve separate admission processes, course, and comprehensive requirements pertinent to each Program, and a common interdisciplinary PhD dissertation along with a resource-sharing agreement. Another University or Faculty may decline to let students participate in a combined program with the School of Global Health; applicants will be advised of this possibility to avoid disappointment. A common dissertation will be facilitated by flexibility from the School

of Global Health, where interdisciplinarity and diversity in the format of the original work is accommodated at the outset.

### **Examples Illustrating Different Approaches to the Global Health PhD:**

A highly applied critical problem-solving approach could make a significant contribution to the field of global health. York University is a large university with faculty who could support research and applied projects across a wide range of disciplines and areas. For example, a doctoral candidate may develop new tools using artificial intelligence for safe water optimization in refugee settings or re-imagine and re-design the approach that Médecins Sans Frontiers (MSF) or another NGO uses for program evaluation. A doctoral candidate with a background in law could develop a draft international treaty.

*Inter- or intra-institutional cotutelle PhD:* will support students in integrating expertise in a second discipline (e.g., an extant primary field of study, such as Law or Engineering) while supporting the development of commensurate expertise in the interdisciplinary field of Global Health. Admission into an *intra-institutional cotutelle* PhD will be enabled through the establishment of distinct checkpoints and negotiations (e.g., for resource sharing and supervision) involving both Programs beginning with the admissions process. Each Program would admit and specify the course and comprehensive exam requirements. The dissertation would be jointly completed between the two Programs. Composition of the five-member examination committee would include two members from each Faculty represented and one interdisciplinary external that the advisory committee agrees addresses the interdisciplinary area. As an example, students in a joint PhD Program in Global Health and Law would fulfill the required courses and comprehensives in both programs (see Letter of support from Osgood Hall Law School). The PhD in Global Health Core Course and Seminar Course could be electives in the Law Program. The courses in the Law Program would be included in a student's ILP. The final version of the dissertation will be submitted to the supervisory committee for approval and then proceed to a dissertation defence. The oral examination will centre on the dissertation and involve a mutually agreed upon external examiner, the supervisory committee, and a faculty member within York University external to the supervisory committee. Several Faculties have already provided letters of support for this approach, and additional Programs will be approached on a case-by-case basis depending on our admission pool.

The Master's research contribution will consist of a Major Research Paper (MRP).

2.1.2 How will student achievement of the program-level learning outcomes and degree level expectations be assessed and monitored?

Student achievement of the degree level expectations and program learning outcomes will be assessed according to the following (Appendix 2 and 3, Table 1). Students will:

1. develop innovative ILPs, reviewed and approved by their advisory committee and GPD);
2. identify and successfully recruit advisory committee members based in disciplines relevant to their project, reviewed by GDP;
3. excel in the two Program core courses, evaluated by the course directors;
4. excel in their comprehensive literature review, evaluated by their comprehensive advisory committee;
5. publish their original research project findings in peer-reviewed journals and/or present at research meetings and conferences, documented in their annual progress report submitted to the GPD and Faculty of Graduate Studies (FGS);
6. defend their research, evaluated by the PhD oral defense committee;

7. engage in meaningful contributions that have an effect on, change, or benefit a global health organization, policy, or practice, attested to by the organization and discussed in an oral defense of the dissertation or portfolio;
8. satisfy time-to-degree completion and graduation rates set by the program that will be monitored by the GPD and FGS; and
9. be placed in employment relevant to the field, to be confirmed and evaluated via alumni surveys.

The flexible nature of the program will be highlighted in the program website, clarifying that students will be guided in their chosen course of study.

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

The proposed Master's and PhD in Global Health align with the York University Plan (UAP) (2020-2025) in that it is progressive, offering an innovative approach to graduate education whose goal is to solve problems and develop new understandings and solutions to enhance social justice and equity. In developing leading-edge innovative solutions, the programs will attract the highest calibre of applicants. Such innovation will support academic quality, student success and engagement and outreach to such multilateral organizations as the World Health Organization (WHO), United Nations Children's Fund (UNICEF), as well as to nongovernmental organizations (NGOs). The goals of the UAP refer specifically to Global Health as an innovative new area in which York is uniquely positioned to demonstrate leadership in innovation: "Strengthening York's institutional gravitas by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health..." (page 9). The UAP further emphasizes strengthening comprehensiveness and interdisciplinarity by developing innovative degree programs including those in health. The UAP also encourages the creation of more Faculty-spanning curricula that draw on more than one academic unit. The transdisciplinary nature of the proposed program is designed with a Faculty-spanning approach as a fundamental tenant.

From the perspective of the Strategic Mandate Agreement (2017-2020), the proposal supports York's vision "to strengthen our reputation for pedagogical innovation and excellence" through innovative pedagogic approaches, research and scholarship as currently proposed (page 5). The proposed Master's and PhD in Global Health would enhance the reputation of York as a global centre for interdisciplinary and transdisciplinary scholarship that meets needs associated with the global knowledge economy.

### 3. Need and Demand

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

This is the first offering of graduate programs in Global Health at York University, such that duplication is not anticipated. In Ontario, McMaster University offers a course-based M.Sc. in Global Health and recently launched a PhD Program in Global Health. As the first to provide an undergraduate program in global health in Canada and one of the first the world, York is viewed as an international leader in global health education.

The proposed programs are unique in involving the creation of a new *interdisciplinary* program from the ground-up. Other Master and doctoral programs that involve Global Health are in Public Health, Health Science, or Epidemiology with a specialization in Global Health that are more public health oriented and draw less deeply on social science theory. The University of Toronto PhD Program in Public Health, for example, includes a Collaborative Specialization in Global Health. Simon Fraser University hosts a PhD Program in Health Sciences, with a concentration in Global Health.

The pedagogic innovation in the current proposal is the emphasis on the social sciences including public policy, governance, systems, and design thinking guided by interdisciplinary theoretical orientations, with the potential to incorporate the fields of Environmental Studies, Engineering, Law, Management, Public Health, Fine Arts, Science and Liberal Arts and Professional Studies. The ultimate goal is to foster disruptive social innovations, catalytic change, a new cadre of graduate leaders who are not defined by one specific methodological or technical or substantive area of expertise, but rather the ability to synergize from many.

Although the McMaster Doctoral Program may appear similar, the foundation of the York University Program based on interdisciplinarity supported by advisory committee members in different disciplines, core courses tailored to emphasize an interdisciplinary approach, and inclusion of a portfolio model as the research contribution distinguish the proposed Program. Interdisciplinarity will be guided by the project interests of each candidate, who will be invited to approach the analysis and definition of the issue they address by bringing a range of theories, knowledge domains and solutions to bear on the problem that distinguishes the new programs from other offerings. The critical orientation and solutions-based approach further make the program distinct.

As faculty members in the Global Health Programs are renowned for their expertise in responding to global health issues that are emergent, dynamic, and multi-sectoral in nature in a research-informed manner, the Program is uniquely positioned to educate individuals in the skills required to advance key global health outcomes.

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

A demand exists for graduate programs that offer theories and knowledge concerning the nature of current global health challenges and identify a path forward to design, implement and evaluate change. In the graduate committee's consultations with global health experts, a representative of the World Bank stressed the need for advanced degrees that enable graduates to address emergent problems creatively, including the skills to support multilateral cooperation that fosters institutional mobilization to address complex issues. These include international coordination in response to emergent disease threats, such as the COVID-19 pandemic, international regulatory measures to prevent zoonotic viral transmission (that led to the emergence of SARS and SARS-CoV-2), as well as antimicrobial resistance. A letter of support from UNITAR confirms the need and demand for the Program and their interest in partnering in its roll-out and implementation.

As nation-states become more fluid, skills in developing transnational strategic partnerships and global health diplomacy become more important. The WHO has instituted a pluralistic architecture around Global Health and requires trained individuals able to determine how NGOs and multilateral organizations can best

align their approaches to support those engaged in addressing Global Health issues. The WHO further seeks ways to integrate and apply systems thinking. For example, School of Global Health faculty member Professor Tarra Penney supports the WHO European regional office to develop resources to integrate systems thinking into practice, as an important element of its new programs. Professor Amrita Daftary supports the WHO Global TB program to formally integrate patient values into global guideline development for clinical TB practice. Professor Steven Hoffman chaired the UN Committee developing guidelines for COVID-19 research. Professor A.M Viens is a member of the WHO Antimicrobial Resistance Panel, the Public Health Ontario Public Health Ethics Working Group, and the Public Health Agency of Canada's Public Health Ethics Consultative Group. Professor Mary Wiktorowicz advised the Ontario Ministry of Health and Long-Term Care's Mental Health and Addictions Leadership Advisory Committee concerning governance considerations in the expansion of mental health care, the Canadian House of Commons Standing Committee on Health, and the Senate Standing Committee on Social Affairs, Science and Technology on policy approaches to enhance pharmaceutical safety. Graduates of the Program mentored by these scholars would be positioned to make similar contributions to governments, multilateral organizations, NGOs, and the philanthropic sector. With the growth in graduate programs in Global Health internationally, a demand exists for scholars with insights developed through interdisciplinary research to lead, conduct research, and teach in these new academic and research programs in universities, as well as in research, policy, product or services-oriented divisions of government ministries, multilateral agencies, NGOs, the private sector, and foundations.

Given the rapid rate with which knowledge changes, the proposed graduate Program will ensure that graduates are prepared to adapt to change in the manner in which knowledge is gathered and analyzed. The Program will target mature candidates with prior experience in global health or related areas who are interested in becoming agents of transformational change: this will reinforce the 'agents of change' theme of the York University BA and BSc Honours Programs in Global Health.

As the format of the proposed Master's and PhD programs most resemble the PhD in Environmental Studies at York, the compelling demand for graduates of the Environmental Studies Doctoral and Master Program in academia, government and NGOs suggests the proposed program is based on a sound model. The innovative nature of and interdisciplinary skills the proposed programs will foster will enable graduates to move beyond silo-thinking and position them to be in high demand. Please see letters from a graduate student in a similar program enclosed.

#### **4. Program Content and Curriculum**

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

The Programs are designed with five components: (i) the Core Course fosters a common baseline conceptual language and understanding of what constitutes Global Health, and a focus on mixed and transdisciplinary methods; (ii) the Seminar Course ensures Program breadth, while the (iii) Independent Learning Plan (ILP) with additional courses and/or training, (iv) a comprehensive evaluation and (v) the dissertation/thesis/portfolio will ensure academic depth and advancement of new knowledge. In the third and fourth years: (a) PhD students in the academic stream will propose, conduct, and publish dissertation

research and (b) students in the professionally-oriented PhD stream will propose, lead, complete, and publish a portfolio comprised of a defined project or set of projects. As introduced earlier, students in the cotutelle streams will additionally need to adhere to the curricular requirements of the partnering Program, which will be discussed and decided upon on a case-by-case basis, at the time of application and admission. Students will be kept fully informed and expectations will be responsibly managed.

### **Program requirements:**

#### **Year 1**

1. Completion of a Core Course comprised of several disciplinary modules in the first year;
2. Approval of an ILP by the advisory committee guided by an ILP framework normally through a 3-stage process:
  - i. a preliminary ILP in the first four months;
  - ii. a revised and refined ILP at eight months; and
  - iii. a finalized ILP approved by the advisory committee at the end of the first year.

The ILP involves the development of learning objectives and specifies the strategies to achieve them with reference to additional for-credit courses students may access from among the wide array of disciplinary graduate courses York University offers and the conceptual, content, and analytic skills required to undertake their original research or practical project. To clarify expectations for both the student and advisory committee, an ILP framework will be developed that determines any additional courses, mentoring, or learning experiences required. Development of the ILP will consider the student's prior disciplinary preparation, area of concentration, and research or practice focus in order to identify additional for-credit graduate courses across York University that will support the development of needed theoretical, methodological, conceptual, practical, or content depth. Applicants will submit a proposed preliminary ILP as part of their application and be matched with an appropriate academic supervisor/mentor as a condition of admission; their proposed ILP will be further developed and refined to empower students to customize their learning toward innovative enquiry and solutions. Advisory committee members will support student access to a broad array of disciplinary for-credit graduate courses and other appropriate resources across York University to fulfill their ILP.

3. Participation in the Global Health Seminar Course throughout all years of study to enable a period of enculturation within the graduate program; with remote participation to be considered. In order to foster trans-disciplinarity, faculty discussants from different disciplines will be invited.

#### **Year 2**

4. Comprehensive evaluation that the student orally defends in the second year (18 months) based on the following:
  - i. A literature review focused on the student's research area that incorporates a critical analysis;
  - ii. Implementation of and successful progress along the ILP including completed courses;
  - iii. Submission of a proposal for a dissertation or portfolio that identifies a research question, theoretical orientation, and methodological approach;
  - iv. Reference to new publications authored by the student

Students will demonstrate an in-depth understanding of the scholarly literature and methodological approaches in their field of global health. Students will further demonstrate an appreciation of how their work fits within the broader field of global health and its limitations. The evaluation will be assessed by the advisory committee and adjudicated by an internal/external faculty member on a pass/fail basis. Students will also be given an opportunity to assess/comment on the mentorship process at this stage.

5. Examples of archetypal PhD ILP courses:

- i. *Quantitative analysis*  
 SOCI 6112 3.0 Quantitative Analysis  
 KAHS 6020 3.0 Multivariate Analysis and Design  
 ECON 5025 3.0 Applied Econometrics
- ii. *Development of a draft global health treaty:*  
 GS LAW 3.0 6610 Legal Research  
 HIST 5590 3.0 Transnational and Global Histories  
 GS/SLST 6005 3.0 Advanced Research Strategies in Socio-Legal Methods
- iii. *Global health equity and feminist approaches:*  
 EU/ENVS 5106 3.00 Critical Perspectives on Race, Gender and Environment  
 GFWS 6008 3.0 Feminist Research Methodologies and Methods  
 GFWS 6225 3.0 Feminism in Black Africa
- iv. *Global governance of antimicrobial resistance, urbanization and equity:*  
 ENVS 6173 3.0 Planning and Politics  
 KAHS 6030 3.0 Qualitative Research Methods  
 GS POLS 6410 6.0 The Study of Comparative Politics
- v. *Global health emergency management:*  
 DEMS 5082 3.0 Disaster and Emergency Management: Medical and Public Health Issues for Non-medical personnel  
 DEMS 6073 Public Capacities for Disaster Management (Public Policy, Governance & International Response)  
 ANTH 5225 3.0 Global Health
- vi. *Global Indigenous health and policy*  
 ENVS 6152 3.0 Reshaping research with Indigenous Peoples  
 POLS 6145 3.0 Indigenous Politics: Decolonization or “Development”?  
 ANTH 5135 3.0 Globalization and Cultural Identities  
 SOWK 5030 3.0 Oppression and Intersectionality
- vii. *Applied critical and visual qualitative approaches:*  
 SOCI 6060 3.00 Qualitative Methods of Research  
 ANTH 2130 6.00 Anthropology Through the Visual: Images of Resistance/Irresistible Images  
 PRWR 4800 3.00 Advanced Workshop 1 Visual Information and Document Design  
 FILM 6254 3.00 Critical Visualization as Media Practice: Connecting Data to Social Practice  
 SPTH 6104 6.00 Social and Political Thought: Theories, Approaches, and Methods

6. Submission of a major research paper in the second year for Master’s students;

### **Years 3 and 4**

7. Completion of a dissertation, submission of a series of publications to peer-reviewed journals, or development of a portfolio that includes a collaborative project in the third and fourth years of the PhD program. The dissertation will contribute original intellectual, legal, or policy analysis and recommendations. Original global health research contributions may be based on any disciplinary perspective, as long as they adhere to a tradition of excellence in the particular discipline(s). The portfolio will involve the creation, design, and/or evaluation of a complex global health policy or program. The portfolio project(s) may be based on the student's professional network, or organizations identified by the student's advisory committee given their interest and expertise, or a combination.
8. Portfolio of research, program, or policy directed outputs will vary in their: 1) medium (e.g., written or artistic outputs); 2) content (e.g., a single major project or series of smaller related projects); and 3) number (e.g., publication/s, book/chapters, exhibition/s). Projects may include: 1) a multilateral team project that addresses a global health issue such as the design of a model program, policy or an international law or treaty, where "multilateral" would involve coordinating across international or inter-nation state institutions, UN agencies, and/or across sectors including civil society, the private sector, and individual or multiple governments or such sectors as health, trade, the environment; or 2) a project that critically addresses a particular global health issue from multiple disciplinary angles.

Archetype portfolio project examples:

- i. a policy brief that involves summarizing the evidence concerning: a) a contemporary issue; b) potential policy approaches to address it; and c) a policy recommendation;
- ii. a business plan to support the case for government or NGO project, program or initiative funding (one-time or on-going);
- iii. a strategic plan for an organization, project or program initiative;
- iv. stakeholder analysis to inform the implementation of a new health intervention, policy, law or treaty;
- v. an evaluation scope of work that entails negotiation across multiple sectors, organizations or parties;

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

1. GH 6000 6.0 Fostering Transformative Change in Global Health

Comprised of course modules:



1. How do people see the world? (Global and Non-state Actor Policy Frameworks)
  2. How do researchers understand the world? (Methodologies and Global Health: complex evaluation)
  3. How do leaders shape the world? (Governance, Ethics and Law)
2. GH 6100 6.0 Critical Perspectives in Global Health Seminar
  3. GH 6110 6.0 Critical Perspectives in Global Health Seminar
  4. GH 6120 6.0 Critical Perspectives in Global Health Seminar

4.3 For undergraduate programs, comment on the anticipated class sizes. For graduate programs, comment on how the course offerings will ensure that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses.

A minimum of two-thirds of the course requirements will be graduate-level courses, including the required courses above and the majority of related courses added in students' ILPs.

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

See **Appendix 2, Program Requirements** in the Graduate Calendar

## 5. Program Structure, Learning Outcomes and Assessment

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

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

### **Program learning outcomes:**

### **How program learning outcomes align with degree level expectations:**

Please see **Appendix 3** and **4** for the program learning outcomes associated with the Master's and PhD programs, that describe how the learning outcomes align with and meet the Degree Level Expectations. The learning outcomes are relevant for all three program pathways, emphasized to different extents depending on the path chosen. The dissertation proposal and defense will demonstrate student mastery of the theories and methodologic approaches that the student will use in their portfolio or research contribution.

5.2 Address how the program curriculum and structure supports achievement of the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major

research requirement(s) for degree completion. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

See Appendices 3 and 4: Graduate Degree Level Expectations and Learning Outcomes (Masters-Level, Doctoral-Level)

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations. The guidance provided on the Quality Council's website (see <http://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-6-a-and-b/>) may prove helpful as you consider your response.

See Appendices 3 and 4: Graduate Degree Level Expectations and Learning Outcomes (Masters-Level, Doctoral-Level)

A note about the role of comprehensive exams. Canadian doctoral programs are often characterized by the inclusion of comprehensive exams. The purpose of these predetermined examinations is to ensure an adequate breadth and depth of disciplinary knowledge. Students are familiarized with the major works and issues in their discipline of study prior to undertaking their dissertation work. European doctoral programs are also focused on developing a breadth and depth of disciplinary knowledge; however this is done with a greater emphasis on close mentorship and self-directed learning that is integrated with planning and conducting research rather than prior to commencing the research component. Given the applied, trans-disciplinary nature of global health, our program will ensure a breadth and depth of disciplinary knowledge through elements of both of these approaches. The program will include directed course work, ILPs, seminars and the proposal for dissertation/portfolio. All of these milestones will need to meet the highest standards of scholarship and demonstrate a breadth and depth of knowledge of global health broadly, but also the important disciplinary knowledge directly relevant to the aspect of global health that underpins their doctoral work.

5.4 Describe how the level of performance of students will be documented and demonstrated, including the progression requirements for the degree program and the graduation requirements. Graduate programs should include information on academic standing (<http://gradstudies.yorku.ca/current-students/regulations/courses-grading/#academic>) and how progress is monitored (<http://gradstudies.yorku.ca/current-students/regulations/degree-types/#mastersannual>; <http://gradstudies.yorku.ca/current-students/regulations/degree-types/#doctoral>).

A thesis supervisory committee will meet annually with the student to discuss their Report on Progress and submit a completed copy of the Report to the graduate program director after the meeting.

### **PhD Progression requirements:**

#### **1. First year:**

1. An Independent Learning Plan (ILP) will delineate the student's learning objectives and strategies to achieve them with reference to the courses the student will take and skills that need to be acquired to undertake original research in the area identified. An iterative process will involve approval of a preliminary ILP in the first four months, a refined ILP at eight months, and a final learning plan by the end of the first year, approved by the PhD advisory committee that will include:

1. Summary of the issue to be addressed;

2. Strategies to acquire the needed skills and content including additional course(s) (beyond the core courses) that would ensure the breadth and depth of knowledge needed to address the research question(s) and the rationale for the course(s);
  3. Draft research question(s);
  4. Theories the student wishes to explore to guide their analysis;
  5. Methodologic approach;
  6. Student learning objectives
  7. The supervisor and one advisory committee member will be secured
2. Completion of a core course comprised of several modules. Progression in the PhD Program requires an A standing in the course.
  3. Completion of the global health seminar course throughout all years of study to enable a period of enculturation within the graduate program (remote participation may be possible). Seminar course participation will require students to regularly attend, engage in discussion and present their planned thesis/dissertation/portfolio.

## 2. **Second year:**

1. Submission and oral defense of a comprehensive evaluation that includes: i) literature review that critically summarizes the findings; ii) finalized ILP; iii) dissertation/portfolio proposal that identifies the research questions, defines the theory and methodologic approach that will guide the research to ensure the highest standards of scholarship are met; and iv) publications the student authors are discussed;
2. Participation in the Seminar Course and presentation of the dissertation/portfolio proposal;
3. Identification of the supervisor and two advisory committee members;
4. Completion of additional courses or training identified in ILP;
5. Submission of research project for ethics review (if applicable)

## 3. **Third and fourth years:**

1. Data collection, analysis and related field work that meets standards of excellence applicable to the disciplinary field chosen;
2. Draft and complete the dissertation or develop and a portfolio that includes leadership of a project or set of projects, and submit a series of publications to peer-reviewed journals. The dissertation, publications or portfolio will contribute novel intellectual, legal or policy analysis and recommendations, the evaluation or design of a complex global health policy or program.
3. Participate in and offer a research-based seminar in the Global Health Seminar course;
4. Oral defense of the dissertation, publications or portfolio

An annual progress report is submitted to the Graduate Program Director in the spring of each academic year following discussion with the advisory committee.

### **Master's Progression requirements:**

Should a student not pass their PhD Comprehensive evaluation, but demonstrate competence at the Master's level, they would be invited to complete the Master of Global Health. In other cases (where competence at the Master's level is not demonstrated), they would be unable to continue in the program.

## 1. First year:

1. Approval of an ILP by the Master's advisory committee consisting of:
  1. literature review paper focused on the issue to be addressed that critically synthesizes the findings;
  2. research question(s);
  3. theories that guide the analysis;
  4. methodologic approach;
  5. additional courses (beyond the core courses) that would enable the breadth and depth of knowledge needed to address the research question(s) and the rationale for these courses;
  6. identity of the supervisor and two advisory committee members
2. Completion of a core course comprised of several modules;
3. Participation in the global health seminar course in both years of study to enable a period of enculturation within the graduate program;

## 2. Second year:

1. submission of a major research paper (MRP) based on the literature review;
2. participation and possible contribution of a seminar based on the MRP in the Seminar Course;
3. oral defense of the major research paper

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

The time-to-completion for the PhD Program will normally be 4 years (maximum of 6 years). Student time-to-completion will be supported through monthly, quarterly, or bi-annual meetings with the supervisor and an annual meeting of the advisory committee. The frequency of meetings will be agreed to by the student and supervisor in the first month of the program.

The time-to-completion for the Master's Program will normally be 2 years from the time the student enters the Global Health Program. The literature review completed as part of the comprehensive evaluation would contribute to the MRP. Student time-to-completion will be encouraged through monthly, quarterly, or bi-annual meetings with the supervisor and annual meetings of the advisory committee.

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

The mode of delivery will include the Core Course, GH 6000 6.0 Fostering Transformative Change in Global Health comprised of three modules: 1) How do people see the world? (Global and Non-state Actor Policy Frameworks); 2) How do researchers understand the world? (Methodologies and Global Health, Complex Evaluation); 3) How do leaders shape the world? (Governance, Ethics and Law) offered as in-

class modules in early May and the end of August to offer maximal flexibility for students to engage in experiential opportunities.

The seminar course GH 6100 6.0, GH 6110 6.0, GH 6120 6.0, and GH 6120 6.0 Critical Perspectives in Global Health Seminar will be offered in fall and winter terms. Students participate and present their research in the seminar: 1) thesis/research proposal (2<sup>nd</sup> year) and 2) dissertation research findings (4<sup>th</sup> year).

5.7 The UAP 2015-2020 indicates that York will “incorporate to the extent possible an experiential component in every program” which may include classroom-based activities, community-based learning or internships and coop. Describe the experiential learning components that will be available to students through this program and how these will be sustained.

The programs incorporate experiential education in two important ways. First, most students will address and develop a solution to a current global health issue through their research or project portfolio by engaging in field research. Second, the seminar course will profile scholars’ and students’ research as well as NGO leader initiatives, that will offer students an opportunity to engage in reflection and dialogue concerning the issues discussed that forms part of their experiential education.

## **6. Admission Requirements**

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

Direct admission to the Master’s degree is not planned. Instead, doctoral students who do not meet progression requirements but demonstrate competence at the Master’s level may be offered an option to complete the Master’s Program.

The admission requirements for the Doctoral Program will normally include the completion of a thesis-based Master’s degree in any field from a recognized post-secondary institution with an A- average. Applicants without a thesis-based Master’s including those who hold a professional degree (e.g., in medicine or law) must reflect on and propose an innovative ILP that accounts for the research skills they will need to acquire and a project concept. In exceptional cases, a student with an honours degree and two years engagement in field work in a global health related program or initiative may be admitted.

Two letters of reference, a statement of interest that describes the research area the student wishes to pursue, an outline or summary of the graduate courses a student plans to take and a writing sample will be required. Reference letters may be from field-based, professional, or academic referees. An interview and other documentation may also be required at the discretion of the program.

Admission into less common PhD options, such as the inter- or intra-institutional cotutelle PhD, will be enabled through the establishment of distinct checkpoints in the admissions process, and individualized admission requirements decided upon by potential Programs involved, depending on the criteria, interest, and approval of those Programs.

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

## 7. Resources

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

The faculty are comprised of leading senior, mid-career, and recently appointed scholars with a wide range of interdisciplinary expertise to support the program. Student supervisors will be comprised of faculty members in the School of Global Health, while advisory committee members could include scholars in other faculties and universities through a cotutelle model. Senior scholars include:

**Professor Steven J. Hoffman** is the Dahdaleh Distinguished Chair in Global Governance and Legal Epidemiology and a Professor of Global Health, Law, and Political Science at York University, the Director of the Global Strategy Lab, the Director of the WHO Collaborating Centre on Global Governance of Antimicrobial Resistance, and the Scientific Director of the CIHR Institute of Population & Public Health at the Canadian Institutes of Health Research. He holds a courtesy appointment as a Professor of Health Research Methods, Evidence and Impact (Part-Time) at McMaster University. He is an international lawyer licensed in both Ontario and New York who specializes in global health law, global governance and institutional design. His research leverages various methodological approaches to craft global strategies that better address transnational health threats and social inequalities. Past studies have focused on access to medicines, antimicrobial resistance, pandemics, and tobacco control.

**Professor James Orbinski** is Professor and Inaugural Director of York University's *Dahdaleh Institute for Global Health Research* (DIGHR). He is a medical doctor, a humanitarian practitioner and advocate, a best-selling author, and a leading scholar in global health whose research addresses global health and humanitarianism, global health foresighting, and planetary health. His research includes modelling the health impacts of climate change; use of artificial intelligence in optimizing safe water in humanitarian crises; exploring the history and politics of global health and humanitarianism with a view to participating in shaping future research, policy and practice; exploring the use of distributed ledger technology for improved humanitarian supply chain management in humanitarian crises; policy and practice on Antimicrobial Resistance, and 21st Century ethical and governance challenges in Global Health.

**Professor Mary Wiktorowicz** addresses global health governance and policy. As co-Principal Investigator of the CIHR-funded Global One Health Network (Global IHN), she leads a research enabling platform on the global governance of Infectious Disease and Antimicrobial resistance (AMR), and a Joint Program Initiative on AMR-funded project on Designing One Health Governance for Antimicrobial Stewardship. Her related research and publications address the transnational governance of pharmaceutical regulation, accountability frameworks guiding women's access to infectious disease prevention and treatment, and mental health governance. She is Associate Director of the Dahdaleh Institute for Global Health Research and a member of the WHO Collaborating Centre on Global Governance of AMR.

Recently appointed faculty include: **Professor Amrita Daftary** whose research addresses Community Health and Health Policy. Amrita uses qualitative methods to study tuberculosis and HIV policy and practice, quality of care, and the structural determinants of tuberculosis stigma. She contributes to the human centered design and evaluation of interventions in South Africa and India, producing evidence in support of global guidelines in tuberculosis and HIV, and leads a transdisciplinary centre on tuberculosis at the Dahdaleh Institute for Global Health Research.

**Professor Oghenowede Eyawo** addresses Global Health Epidemiology and Public Health. With training in epidemiology, population and public health, his research interest is focused on precision-based global health and the application of epidemiological methods to examine patterns of morbidity, mortality, and their potential effects among vulnerable populations of children, women, and men. Dr. Eyawo is an expert advisor to the Global Burden of Disease Study (GBD), the largest accumulation of health data in history.

**Professor Kathleen Fallon** is Professor of Experiential Learning in Global Health. As a Fulbright fellow, she completed field research in Ghana, examining the influence of democratization on women's rights and the emergence of the women's movement. Through comparative analyses across developing countries, and using both qualitative and quantitative methods, she also explores: how types of democratic transitions influence women's political representation, whether women's legislative representation is linked to children's health, the types of maternity leave policies that impact women's fertility and child health outcomes, as well as what factors contribute to the passage of domestic violence laws in Ghana and across developing countries. In relation to teaching and mentoring, she has received teaching awards within the Faculty of Arts and University wide at McGill University, and she has received the Dean's Award for Excellence in Service by a Graduate Program Director at Stony Brook University. Her current research and teaching interests continue to examine how colonization contributes to existing societal inequalities and injustices and explores how to challenge and dismantle them.

**Professor Tarra Penney** is Assistant Professor of Program and Policy Evaluation. Her research addresses population and planetary health with a particular interest in generating population level evidence to address the global syndemic of obesity, undernutrition, and climate change. Professor Penney uses systems thinking and multiple methods to evaluate national policy and explore the role of the commercial sector in fostering healthy, sustainable, and equitable food systems. She is a member of the DIGHR and the Global Strategy Lab and a visiting researcher at the MRC Epidemiology Unit at the University of Cambridge, UK. She has experience in epidemiology and national policy evaluation and has worked with national and international organisations in the area of food system transition including Cambridge Global Food Security, the Global Food Security Programme in London, UK and the development of systems methods for national policy development and evaluation in collaboration with WHO Europe.

**Professor Mathieu Poirier** is a social epidemiologist. He is the York Research Chair (Tier II) in Global Health Equity. His work ranges from evaluating international laws using a framework of global legal epidemiology, to developing innovative transnational health equity metrics and generates policy-relevant research on social determinants of health. He has led collaborative research projects throughout Latin America and the Caribbean. He is also the Associate Director of the Global Strategy Lab and leads its Global Legal Epidemiology research stream.

**Professor A.M. Viens** is Associate Professor Global Health Policy. His research focuses on global health ethics and law, with a particular interest in demonstrating how philosophical analysis and regulatory theory should shape how we approach different issues within global health policy, practice, and research (especially infectious diseases, disasters, health promotion, harm reduction). He has expertise in analysing how legal epidemiology and regulatory theory shape global health policy, practices, and research on infectious diseases. He is also a member of the DIGHR, the WHO Collaborating Centre for the Global Governance of Antimicrobial Resistance and the Global Strategy Lab.

Cross appointed faculty members include Associate Professor Claudia Chaufan, who addresses Health Policy and Medicine. She has an interdisciplinary background that spans medicine, sociology, philosophy, and political economy. Her research incorporates an analysis of struggles against colonialism, imperialism, and capitalist globalization, and their implications for global health policy and equity. Current projects include an assessment of the corporatization of global health governance, a cross-national analysis of the ideology of moral hazard, and an assessment of active learning in global health instruction.

**Professor Peter Tsasis** addresses health management and complexity theory. His research contributions offer a paradigmatic shift in thinking about health and healthcare using complex systems

science. His research focuses on interorganizational collaboration, learning health systems and organizational change. His latest research explores complexity within an interdisciplinary systems approach to chronic disease management. He co-edited a book entitled, *Innovative Healthcare Systems for the 21<sup>st</sup> Century* which draws on econometric, system dynamics and agent-based models.

**Professor Shahirose Premji** is Professor and Director of the School of Nursing. Her program of research investigates psychosocial, cultural and environmental factors as both risk factors and targets of intervention to prevent preterm birth in women in low and middle-income countries (Pakistan, Kenya, Tanzania). Her research also explores the transition of care of late preterm infants from hospital to community, and implementation research in integrating screening and management of depression within primary health care (China).

**Professor Kate Tilleczek** holds the Tier 1 Canada Research Chair in Youth, Education & Global Good in the Faculty of Education at York University and serves on the Executive Committee of the Dahdaleh Institute of Global Health Research. She is an educator, founder (in 2009), and Director of the Young Lives Research Laboratory which employs global, intercultural, and interdisciplinary approaches to community-based research with/by/for marginalized young people and their communities to understand how they navigate the challenges of the Anthropocene. Her innovative, youth-centered research processes have led to re-imagining quality education for wellbeing and sustainable development for youth in a context wherein 2 billion young people comprise the largest planetary youth cohort in history. Professor Tilleczek is currently developing a Partnership for Youth and Planetary Wellbeing to investigate the newest social, educational, and digital technology challenges for youth wellbeing, particularly in the social and economic contexts of the global pandemic. Working across countries and cultures with holistic models of wellbeing and ecological systems thinking, her research garners new understanding about the social development of young people and re-designing quality education with/by them in the nascent epoch of the Anthropocene.

**Margaret MacDonald** is Associate Professor of Anthropology at York University. As a medical anthropologist, her work explores how the cultures, actors, and objects of biomedicine, science, and technology (and their alternatives) shape our ideas and practices concerning health, illness and the body with a particular focus on reproduction. Her area of expertise in global health lies in the ethnographic analysis of global maternal health policy and implementation with a focus on Senegal, and especially the role of traditional birth attendants and new biomedical and communications technologies in this field. She is co-editor of the forthcoming landmark volume, *Global Maternal Health Policy: From Policy Spaces to Sites of Practice* due out from Springer early next year.

**Professor Cary Wu** researches into the social determinants of health. He uses large scale survey data to explore power dynamics and health inequalities across diverse contexts. His work is often featured in national and international media forums including CBC Radio, Toronto Star, MacLean's, The Conversation, Financial Times, and Times Higher Education. Recently, he received funding support from the Canadian Institute of Health Research (CIHR) to study the social impacts of the COVID-19 pandemic.

**Professor Shital Desai** is Assistant Professor of Interaction Design in the Department of Design. Her research addresses health and wellbeing, with a particular focus on design of interactive products and services for older adults and children. Professor Desai uses human centred design and systemic design methods to develop a better understanding of the context and the people in the context and identify design solutions. She is an expert in Research in and through Design (RitD) practice of human centred design process, conducting user studies and evaluations, and developing iterative prototypes. She is a member of Vision: Science to applications (VISTA), YorkU Centre for Aging Research & Education (YU-CARE) and Sensorium. She is currently affiliated with the Inclusive Media & Design Centre at Ryerson University and the Dementia Aging Technology & Engagement lab at the University Health Network's Toronto Rehabilitation Institute, where she collaborates on various inclusive and accessible design research projects. She represents North America on World Health Organization's Dementia Knowledge Exchange peer review network.

**Professor Hala Tamim** is an epidemiologist whose research interests have focused on Maternal, Child, and Adolescent Health. She has extensive expertise in research methods and statistical analyses



and has managed several community-based and multi-centre projects. She has worked extensively on the analysis of Canadian databases such as the Maternity Experience Survey, Canadian Community Health Survey, National Longitudinal Survey of Children and Youth, Aboriginal Peoples Survey, Canadian Longitudinal Study on Aging, and others. Currently, funded by SSHRC, she is the principal investigator of a project that assesses the integration of new parent Syrian refugees resettling in Canada by studying their transition pre versus post migration and comparing it to families that remain residing in Lebanon.

**Professor Roger Keil** (Faculty of Environmental and Urban Change) works at the intersection of global urbanization and (emerging) infectious disease. Having previously conducted research on SARS and the global city network, he is currently involved in an IDRC research effort on community responses to Ebola Virus Disease in urban regions in West Africa and the DRC (both with S. Harris Ali). He is doing ongoing comparative work with colleagues locally and internationally on the relationship of the COVID-19 and cities.

**Michaela Hynie** (Psychology, Centre for Refugee Studies) focuses on the development and evaluation of interventions that can strengthen social integration and inclusion in communities that have experienced social conflict or forced migration, whether through conflict or environmental change. This includes how psychological aspects of social inclusion are shaped by social networks, and the public and health sectors. Her approach promotes the collaboration of universities, community members and nongovernmental and governmental agencies to build on the strengths of each sector and ensure sustainability.

**Professor Kelly Thomson**'s health-related research has generally focused on organization and patient safety. In collaboration with colleagues from the Hospital for Sick Children, she completed a study that considered how organization affects patient safety of complex patients, another that investigated how well-prepared residents are to deal with adverse events and most recently a 10 site study of the implementation of a safety protocol in pediatric hospitals across North America. She also conducts research related to professionals who have migrated to Canada. She uses primarily qualitative research techniques combined with a range of critical theoretical perspectives including postcolonial theory and new materialisms.

**Professor Harvey Skinner**'s main research focus is on Integrative Health – in particular, on elucidating models for promoting Global Mental Health that draw on Eastern, Indigenous and Western worldviews and practices. A related interest is testing innovative techniques and process for educating and training health students and practitioners on Integrative Health practices.

**Martin Bunch** is a Professor in the Faculty of Environmental and Urban Change at York University. A human geographer by training, his research interests fall in the areas of environmental management, systems theory and methodology, and environment and health. The integrating theme among these is coupled human and natural systems, or social-ecological systems. Prof. Bunch has methodological expertise in adaptive management, soft systems methodology, ecosystem approaches, and geographical information systems (GIS) and brings these together in the application of ecosystem approaches to human health and well-being (the ecohealth approach).

Bunch's current and recent projects include the Ecological Footprint Initiative at York University; Quantifying absorptive, adaptive and transformative resilience of households in South Sudan with respect to food security (with World Vision); and development of a web-distributed Geographic Information System and Agent-based model to demonstrate links between ecosystems and human health in the Credit River Valley. Bunch also collaborates on the "Las Nubes" Project in Costa Rica, where he works with University partners and local stakeholders to develop a biological corridor and improve human well-being in a watershed near San Isidro. Past work includes applied projects in Chennai, India related to urban environmental management and poverty alleviation that informed the ecosystem approach using soft systems methodology and participatory action research.

**Idil Boran** is Associate Professor in the Department of Philosophy and Faculty Member at Dahdaleh Institute for Global Health Research at York University. At the Dahdaleh Institute, Professor Boran leads the Synergies of Planetary Health Research Initiative. Professor Boran's research explores the new field of planetary health with a focus on governance synergies between climate change, biodiversity loss and

human health, through empirically sound critical perspectives on the role of states, non-state actors, and global institutions. Adaptation to health impacts of climate change, the UN Sustainable Development Goals, nature-based solutions, and planetary boundaries are prominent areas of interest in her research. Professor Boran brings years of experience from UN Climate Change meetings, where she builds research partnerships, engages in policy discussions, and organizes official events and workshops in dialogue with practitioners jointly with the German Development Institute, located in Bonn, Germany, where she holds an affiliation as an Associate Researcher. Idil Boran is the author of *Political Theory and Global Climate Action: Recasting the Public Sphere* (London & New York; Routledge).

Students in the Global Health graduate program will benefit significantly from ongoing initiatives within the DIGHR, the Global Strategy Lab, WHO Collaborating Centre on the Global Governance of Antimicrobial Resistance, and the CIHR-funded Global 1HN of which one node is based at York University. The Global 1HN and related research enable financial support for graduate students in Global Health. Flexible workspace will be available within the Dahdaleh Institute for Global Health Research for Global Health Graduate Students to work and informal space to engage in discussions.

Students will be required and encouraged to apply for external funding opportunities including through the following (our faculty have experience applying and/or being funded through many of these opportunities):

1. Bill & Melinda Gates Foundation
2. CIHR
3. DFID
4. European Union
5. IC IMPACTS Centres for Excellence
6. IDRC doctoral awards
7. McKnight Foundation
8. Nestlé Foundation
9. Shastri Indo-Canadian Institute
10. SSHRC
11. The Rockefeller Foundation
12. Thrasher Foundation
13. US CDC
14. US NIH
15. USAID
16. UNICEF
17. World Health Organization

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

N/A

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

Students will have access to the DIGHR, the WHO Collaborating Centre for the Global Governance of Antimicrobial Resistance as well as the Global 1HN. Should a student wish to undertake a science-based project, the lab of their supervisor would accommodate and enable the research.

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

The existing Global Health suite on the 5<sup>th</sup> floor of the Dahdaleh Building may accommodate shared office, meeting and drop in space for graduate students.

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

The Program will benefit from access to library resources of the *Global Health Database* (OVID). Access to a librarian with expertise in conducting and supporting systematic reviews would be an asset. The Global Health Program will include lessons on how to conduct systematic and scoping reviews. A librarian who could offer sessions to equip our graduate students with this expertise would be highly beneficial.

7.6 For graduate programs, indicate financial support that will be provided to master’s and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students. Comment on how supervisory loads will be distributed, as appropriate. Special attention should be paid to supervisory capacity for new PhD programs.

All domestic Master’s and doctoral students receive financial support from York University on admission to the program. Graduate students who maintain active registration, in full-time status, are eligible to receive funding opportunities. Sources for this funding are provided from, but not limited to, fellowships, teaching assistantships, graduate assistantships, research assistantships, as well as York Graduate Scholarships for our top-ranked students.

Appendix 5 outlines the funding available to students admitted to graduate studies at York University.

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

**Table 1 – Listing of Faculty**

*For undergraduate programs:* Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization

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

Faculty Name & Rank	Home Unit	Primary Graduate	Area(s) of Specialization or Field(s)

		Program (yes/no)			
			Area/Field 1	Area/Field 2	Area/Field 3
Full Members (Note: does not apply to master's-only programs)					
Amrita Daftary	Global Health	Yes	Global Health	Health Policy	Public Health
Oghenowede Eyawo	Global Health	Yes	Global Health	Public Health	Epidemiology
Kathleen Fallon	Global Health	Yes	Global Health	Sociology	International Development
Steven Hoffman	Global Health	Yes	Global Health	Law	Political Science
James Orbinski	Global Health	Yes	Clinical Public Health	Medicine	International Relations
Tarra Penney	Global Health	Yes	Global Health	Health Policy and Evaluation	Epidemiology
Shahirose Premji	Global Health	No	Nursing		Health Policy
Mathieu Poirier	Global Health	Yes	Global Health	Political Science Health Policy Philosophy	Public Health
A.M. Viens	Global Health	Yes	Global Health		Law
Mary Wiktorowicz	Global Health	Yes	Global Health	Health Policy	Public Administration Global Health
Claudia Chaufan	SHPM	No	Health Policy	Administrative Studies	
Peter Tsisis	SHPM	No	Health Management	Women's Health	Global Health
Margaret MacDonald	Anthropology	No	Anthropology	Health Management and Policy	Global Health
Kelly Thomson	Administrative Studies	No	Administrative Studies		
Martin Bunch	Environmental Studies	No	Environmental Studies	Global Health	
Roger Keil	Environmental Studies	No	Environmental Studies	Urban Planning	Global Health
Idil Boran	Philosophy	No	Philosophy	Global Health	
Hala Tamim	Kinesiology and Health Science	No	Kinesiology and Health Science	Global Health	
Michaela Hynie	Psychology	No	Psychology	Global Health	
Kate Tilleczek	Education	No	Education	Global Health	
	Psychology	No	Global Health		

Harvey Skinner		No		Psychology	Public Health
Associate Members					
Members Emeriti					
Adjunct Members					
Instructor Members					

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

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

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

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

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

**Primary Graduate Program:** An individual may be appointed to more than one graduate program, in which event they shall designate one of the programs as their primary graduate program. Although this designation is intended to signify an individual's principal, but not exclusive, commitment in relation to graduate supervision, teaching and service, a faculty member may shift their principal commitments over the course of their career.

## Table 2 – Graduate Supervision

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

Faculty Member	Completed (within past eight years)				In Progress			
	MRP	Thesis	Dissertation	PDF	MRP	Thesis	Dissertation	PDF
Full Members								
Amrita Daftary	1	0	0	2	2	0	1	0
Oghenowede Eyawo	1	0	0	0	0	0	2	0

Kathleen Fallon	0	0	13	0	0	0	6	0
Steven Hoffman	2	2	3	3	0	0	2	0
James Orbinski	0	19	5	3	1	0	4	7
Tarra Penney	0	1	1	0	2	0	0	1
Mathieu Poirier	0	0	0	0	1	0	0	0
A.M. Viens	0	1	0	0	0	0	2	1
Mary Wiktorowicz	11	1	1	4	3	2	5	1
Claudia Chaufan	6	0	0	0	6	0	5	0
Peter Tsisis	0	1	2	1	0	0	3	0
Harvey Skinner	0	7	9	0	0	0	1	0
Shahirose Premji	10	6	2	0	0	1	0	0
Kelly Thomson	0	0	0	0	0	0	0	0
Maggie MacDonald	1	7	0	0	2	0	4	0
Roger Keil	20	0	5	4	1	0	8	3
Idil Boran	3	0	0	0	1	0	2	0
Hala Tamim	0	4	5	0	0	4	1	0
Michaela Hynie	6	5	4	1	0	4	3	1
Kate Tilleczek	0	9	11	6	0	1	2	1

Shital Desai	0	6	22	0	0	5	17	0
Cary Wu	0	0	0	0	0	0	1	0
Martin Bunch	19	1	2	2	5	0	3	2
Associate Members								
Members Emeriti								
Adjunct Members								

**Table 3 – Research Funding Received by Faculty**

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

Year	Source			
	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
Amrita Daftary	\$492,143	\$632,188 + US\$3,753,963 \$252,500 IC- IMPACTS \$334,688 OHTN \$45,000 Steinberg US\$3,101,475 NIH US\$652,488 BMGF	\$54,476 WHO  \$0  \$255,259	\$223,800 60,000 CIHR subaward 162,000 generic 1,800 PER
Oghenowede Eyawo	\$269,686	USD\$2,475,535	\$0	\$50,000
Steven Hoffman	\$8,292,958	GBP£10,985,464+ NOK24,661,965 kr \$886,511		\$8000
James Orbinski	<b>\$2,090,000</b>	<b>\$3,470,000</b>		<b>\$30,076,800</b>

	25,000 CIHR 25,000 SSHRC 2,000,000 CIHR 25,000 SSHRC 15,000 CIHR	250,000 GCC 105,000 Dignitas 30,000 Hunter 850,000 Wellcome 250,000 GCC 285,000 Achmea 90,000 elhra 220,000 MSF-TIF 60,000 Morrison 130,000 Health Canada 1.2M IDRC		15,000 BSIA 1,800 PER 60,000 generic 30,000,0000 USAID
Tarra Penney	\$4,790,412 (CIHR)	\$264,500 (NIHR, Global food security, NSHRF)	\$96,500  \$0  \$39,000 (WHO) \$88,000 (Health Foundation UK)	\$50,000
Mathieu Poirier	\$39,058	\$0		\$21,155
A.M. Viens	\$3,927,342		\$0	\$12,000
Mary Wiktorowicz	\$10,064,574	\$356,000	\$12,276,537	\$12,000
Claudia Chaufan	\$0	\$0	\$0	\$28,508.26
Peter Tsasis	\$0	\$1,192,239		\$0
Harvey Skinner	\$727,357	\$202,636	\$72,800,000	\$0
Shahirose Premji	\$396,470 (Co- PI) \$1,212,009 (NPI) \$669,374 \$4,250,000 (Co- inv) \$299,786 (Co- inv)	\$78,000  \$20,000 Shastri (ending July 2020)	\$0	\$50,000
Kelly Thomson	\$165,000 \$200,000	\$50,000	\$79,000	\$100,000
Maggie MacDonald	Co: \$50,000. PI: \$8,375.	Co: \$30,000.	0	\$20,370.00
Roger Keil	\$3,233,000	\$1,826,139	0	\$205,000
Idil Boran	\$0		\$39,000	\$4,897.60
Hala Tamim	\$321,246 SSHRC	\$5,945,000	\$0	\$15,000



Michaela Hynie	\$90,000 SSHRC  PI:\$1,644,648 Co: \$2,695,881	USD49,940 OSRA \$30,000 Mitacs As PI: \$321,624 CoP-Col: \$759,627	\$0 As PI: \$211,565 CoP-Col: \$60,000	PI: \$20,415 CoPI/Col: \$501,200
Kate Tilleczek	<b>\$6,692,000</b> SSHRC; \$4,640,000 CIHR \$2,502,000	<b>\$6,135,000</b> Indigenous and Norther Affairs Canada: \$85,000 Global Affairs Canada: \$5,400,000 Arctic Net: \$200,000 Public Health Agency of Canada: \$400,000 Canadian Institute for Advanced Research: \$50,000  PI: \$248,845	\$0	\$0
Shital Desai	\$446,912 (CIHR) (co-investigator)	PI: \$20,154	\$0	PI: \$38,600
Cary Wu	PI: \$176, 256 (CIHR) \$446,912 (CIHR) (co-investigator)		\$0	\$0
Martin Bunch	\$386,531.00	\$120,546.34	\$127,958.00	\$56,710.00

## 8. Enrolment Projections

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

September 2023

Yearly intake will include 7 doctoral students (4 domestic; 3 international). Projected steady-state 27 doctoral students in 2027. It is anticipated that no more than one Master's will be awarded each year starting in 2024.

**Anticipated Enrolment - Eligible FTE**

Academic year	Cohort Year 1	Cohort Year 2		Cohort Year 3	Cohort Year 4	Cohort Year 5	Total Enrolment		Graduated		Maturity
		Ph.D.	M.A.				Ph.D.	Ph.D.	M.A.	Ph.D.	
2023	7	0	0	0	0	0	0	7	0	0	
2024	7	0	7	0	0	0	0	14	0	0	
2025	7	0	7	7	0	0	0	21	0	0	
2026	7	1	6	7	7	0	1	27	1	7	Maturity
2027	7	0	7	6	7	0	0	27	0	7	
2028	7	0	7	7	6	0	0	27	0	6	
2029	7	0	7	7	7	1	0	28	0	7	
2030	7	1	6	7	7	0	1	27	1	7	

## 9. Support Statements

Support statements are required from:

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

## Appendix 2

# Graduate Degree-Level Expectations and Learning Outcomes: Master's-Level

The overall objective of the master's program is to prepare candidates for careers in research, practice and policy as global health leaders. These objectives are achieved through supervisory relationships, course work, engagement in the Global Health seminar series and the writing and defense of a Major Research Paper.

The Graduate Degree Level Expectations (GDLEs) in the context of Master's studies are derived from a synthesis of the following foundational and accountability documents:

1. Council of Universities Quality Assurance Framework
2. Mission Statement of York University
3. York University Degree Level Expectations
4. Faculty of Health (Nursing and Health) and Education graduate Degree Level Expectations

The following three principles guided the Graduate Committee's creation of the document: generalizability of expectations across the Master's program in Global Health; awareness of the relationship across the expectations; and a commitment to the sustenance of academic freedom and faculty judgement.

To further qualify and specify the program's objectives, the Graduate Committee developed a set of learning expectations and outcomes that reflects the reach of the delivery of the program:

1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Application of Knowledge
4. Professional Capacity/Autonomy
5. Communication Skills
6. Awareness of limits of knowledge

### 1. Depth and Breadth of Knowledge

**Overall Objective:** To understand and gain awareness of issues, debates and insights in the field of global health.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Analyze some theories and methodologies

2. Understand procedures for creating and to some extent, evaluating knowledge
3. Appreciate interdisciplinarity

*Attained through:* An independent learning plan developed in consultation with the student's advisory committee, graduate courses, participation in a seminar series, comprehensive literature review and a Major Research Paper.

## 2. Research and Scholarship

**Overall Objective:** To interpret research orientations and design research that fosters transformative change in global health.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Examine and evaluate theoretical concepts, arguments and orientations to research and scholarship
2. Identify and investigate research questions, issues and potential solutions
3. Align research questions with appropriate research methodologies and analyses
4. Formulate scholarly arguments and potential solutions

*Attained through:* Courses, global health seminar series, development of a research proposal and completion of the proposed research that addresses transformative change in global health.

## 3. Application of knowledge

**Overall objective:** To evaluate research applications and conceptual investigations in global health.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Apply theoretical concepts to current challenges, debates and questions
2. Transfer theoretical and practical ideas to new contexts
3. Examine the construction and use of knowledge in policy and practice

*Attained through:* Courses, participation in the global health seminar series, development of a research proposal, as well as the completion and oral defense of the proposed research.

## 4. Professional Capacity/Autonomy

**Overall Objective:** To further one's knowledge, qualities and skills

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Conduct independent inquiry
2. Exercise judgment and initiative
3. Understand academic integrity and ethical conduct in research

*Attained through:* The graduate global health core course, development of a research proposal (for an MRP or a peer-reviewed research article), the completion of the proposed research contribution and successful defense in an oral examination.

## 5. Communication Skills

**Overall Objective:** To communicate ideas and issues effectively to academic and/or non-academic audiences

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Analyze and use scholarly and media modes of communicating knowledge
2. Produce written and oral scholarly work

*Attained through:* Courses, development of a research proposal for a MRP, participation in the global health seminar series, successful defense of the research contribution in an oral examination.

## 6. Awareness of Limits of Knowledge

**Overall Objective:** To gain awareness of the limits of knowledge and gain an appreciation of the limitations of one's own work, of the complexity of knowledge, and of the potential contributions of other interpretations, methods and disciplines.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Analyze processes and problems in knowledge construction, use and exchange
2. Analyze problems and dilemmas in researching others and the self

*Attained through:* Courses, development of a research proposal, participation in the global health seminar series, and successful defense of the research contribution in an oral examination.

## Appendix 3

# Graduate Degree-Level Expectations and Learning Outcomes: Doctoral-Level

The overall objective of the doctoral program is to prepare candidates for careers in research, practice and policy scholarly pursuit as global health leaders. These objectives are achieved through supervisory relationships, course work, an independent learning plan and the writing and defense of a dissertation or a research portfolio (that may include peer reviewed publications and a collaborative multilateral project). In addition, students may engage in scholarly activities through a cotutelle or joint doctoral program and work as teaching assistants and research assistants throughout the program.

The Graduate Degree Level Expectations (GDLEs) in the context of Doctoral studies are derived from a synthesis of the following foundational and accountability documents:

1. Council of Universities Quality Assurance Framework
2. Mission Statement of York University
3. York University Doctoral Degree Level Expectations
4. Faculty of Health (Nursing and Health) and Education Doctoral Degree Level Expectations

The following principles guided the Graduate Committee's creation of the document: generalizability of expectations across the Doctoral program in Global Health; awareness of the relationship across the expectations; an independent learning plan; and a commitment to the sustenance of academic freedom and faculty judgement.

To further qualify and specify the program's objectives, the Graduate Committee developed a set of learning expectations and outcomes that reflects the reach of the delivery of the program:

1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Application of Knowledge
4. Professional Capacity/Autonomy
5. Communication Skills
6. Awareness of limits of knowledge

### 1. Depth and Breadth of Knowledge

**Overall Objective:** To understand and gain awareness of issues, debates and insights in the field of global health.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Analyze multiple frameworks of theory, methodology and practice
2. Understand procedures for creating and evaluating knowledge
3. Appreciate and facilitate interdisciplinarity

*Attained through:* An independent learning plan developed in consultation with the student's advisory committee, graduate courses, participation in the required seminar series course, comprehensive literature review, a student's dissertation or research portfolio and a possible cotutelle or collaborative doctoral degree. The proposal defense will demonstrate student mastery of the theories and methods that will be used in the dissertation or portfolio.

## 2. Research and Scholarship

**Overall Objective:** To interpret research orientations and appreciate research design that addresses the complexity of the global health area.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Examine and evaluate theoretical concepts, arguments and orientations to research and scholarship
2. Identify and investigate research questions and issues
3. Align research questions with appropriate research methodologies and analyses
4. Formulate scholarly arguments and potential solutions

*Attained through:* Courses, global health seminar series, development of a research proposal for a dissertation or research portfolio (may include peer-reviewed research articles and a collaborative multilateral project) and completion of the proposed research that addresses transformative change in global health. The proposal defense will demonstrate student mastery of the theories and methods that will be used in the research contribution or portfolio.

## 3. Application of knowledge

**Overall objective:** To evaluate research applications and conceptual investigations in global health.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Apply theoretical concepts to current challenges, debates and questions
2. Transfer theoretical and practical ideas to new contexts
3. Examine the construction and use of knowledge in policy and practice

*Attained through:* Courses, participation in the global health seminar series, development of a proposal for a dissertation or portfolio (that includes peer-reviewed articles and a collaborative global health organizational /multilateral project), as well as the completion and oral defense of the proposed research or project.

## 4. Professional Capacity/Autonomy

**Overall Objective:** To further one's knowledge, qualities and skills

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Conduct independent inquiry
2. Exercise judgment and initiative
3. Understand academic integrity and ethical conduct in research

*Attained through:* The graduate global health core course, development of an ILP, development of a research proposal (for a dissertation, series of peer-reviewed research articles or portfolio that includes a project which contributes meaningfully to a global health organization), completion of the proposed research and successful defense in an oral examination.

## 5. Communication Skills

**Overall Objective:** To communicate ideas and issues effectively to academic and/or non-academic audiences

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Analyze and use scholarly and media modes of communicating knowledge
2. Produce written and oral scholarly work

*Attained through:* Courses, development of a research proposal for a dissertation or portfolio (that includes peer-reviewed articles and a collaborative global health organizational /multilateral project), presentation and discussion of student research in the global health seminar series, the completion and dissemination of independent, original research at conferences, successful defense of the research contribution/organizational project in an oral examination and the potential for engagement of knowledge users.

## 6. Awareness of Limits of Knowledge



**Overall Objective:** To gain awareness of the limits of knowledge and gain an appreciation of the limitations of one's own work, of the complexity of knowledge, and of the potential contributions of other interpretations, methods and disciplines.

**Specific Learning Outcomes:** Upon successful completion of the program, the student will be able to:

1. Analyze processes and problems in knowledge construction, use and exchange
2. Analyze problems and dilemmas in researching others and oneself

*Attained through:* Courses, development of a research proposal, participation in the global health seminar series, the completion and dissemination of independent original research, potential engagement of knowledge users and successful defense of the research contribution in an oral examination.

Table 1

	Dissertation		Portfolio		Inter-institutional Cotutelle		Intra-institutional Cotutelle	
	Y/N	How	Y/N	How	Y/N	How	Y/N	How
LO1	Y	ILP, graduate courses, comprehensive literature review, dissertation	Y	ILP, graduate courses, comprehensive literature review	Y	ILP, graduate courses, comprehensive literature review, dissertation	Y	ILP, graduate courses, comprehensive literature review, dissertation
LO2	Y	comprehensive literature review, seminar course, dissertation	Y	comprehensive literature review, seminar course	Y	comprehensive literature review, seminar course, dissertation	Y	comprehensive literature review, seminar course, dissertation
LO3	Y	ILP, core course, research proposal, oral defense	Y	ILP, core course, project proposal, oral defense	Y	ILP, core course, research proposal, oral defense	Y	ILP, core course, research proposal, oral defense
LO4	Y	ILP, core course, research proposal, oral defense	Y	ILP, core course, project proposal, oral defense	Y	ILP, core course, research proposal, oral defense	Y	ILP, core course, research proposal, oral defense
LO5	Y	courses, proposal, seminar series presentation, conference presentation, oral defense	Y	courses, proposal, seminar series presentation, conference presentation, oral defense	Y	courses, proposal, seminar series presentation, conference presentation, oral defense	Y	courses, proposal, seminar series presentation, conference presentation, oral defense

LO6	Y	courses, comprehensive literature review, proposal, seminar series, oral defense	Y	courses, comprehensive literature review, proposal, seminar series, oral defense	Y	courses, comprehensive literature review, proposal, seminar series, oral defense	Y	courses, comprehensive literature review, proposal, seminar series, oral defense
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		Dissertation		Portfolio	
LO1	Critically articulate the complexity of global health problems using theory and methods that represent disciplinary and interdisciplinary thinking	<b>SAME across all PhD Pathways</b>	Course GH 6000 6.0: Discussion and course work using a specific global health problem as an exemplar for interdisciplinary problem solving  Student's dissertation proposal will articulate how two theoretical disciplinary approaches will be combined to address a specific global health problem, or group of problems, in a unique project  Student's dissertation will apply an interdisciplinary theoretical approach to address a complex global health problem or group of problems	Course GH 6000 6.0: Discussion and course work using a specific global health problem as an exemplar for interdisciplinary problem solving  Student's portfolio proposal will identify how two disciplinary methodological approaches will be combined to address a global health problem, or group of problems, in a unique applied project  Student's portfolio will demonstrate how an interdisciplinary methodological approach is used to address a complex global health problem or group of problems	
		<b>York SGH PhD</b>	See above	See above	
		<b>Cotutelle PhD</b>	Students will draw on international faculty expertise and specialities to inform their research, lending a unique and innovative lens to their dissertation. York University-based supervisor and advisory committee members will ensure program standards are met	Students will draw on international faculty expertise and specialities to inform their projects, lending a unique and innovative lens to their portfolio. York University-based supervisor and advisory committee members will ensure program standards are met	
		<b>intra-institutional Cotutelle PhD</b>	Student's dissertation proposal and dissertation will explicitly combine the disciplinary/interdisciplinary theory in student's non-Global Health York program with the theory used in Global Health to propose how a specific global health problem will be uniquely addressed in a students' interdisciplinarity project	Student's portfolio proposal and portfolio will explicitly combine the disciplinary/interdisciplinary methods in student's non-Global Health York program with Global Health methods to propose how a specific global health problem will be uniquely addressed in a students' interdisciplinarity project	
LO2	Pose questions and develop conceptual models that explore how power operates in global health governance using a diversity of social, legal and ethical perspectives that shape global health policy and practice	<b>SAME across all PhD Pathways</b>	Course GH 6000 6.0: Discussion and course work explore a range of theoretical lenses that are used to analyse how power operates in addressing global health issues. Dissertation work will further adopt such theoretical lenses to analyse how power operates as concerns the topic addressed  Student's dissertation proposal will advance a theoretical lens to guide their analysis of how power operates for a specific global health issue, or group of issues, in a unique project  Student's dissertation will apply a theoretical lens to examine how power operates within a complex global health problem or group of problems	Course GH 6000 6.0: Discussion and course work explore a range of theoretical lenses that are used to analyse how power operates in addressing global health issues. Portfolio work will be informed by such theory of how power operates, and clarify the levers through which change may be pursued in practice  Student's portfolio proposal will identify how power operates in a particular global health context. Student's portfolio project will leverage practical approaches that could enable positive change in the context address in their project	
		<b>York SGH PhD</b>	See above	See above	
		<b>Cotutelle PhD</b>	Students draw on international faculty expertise to inform their choice of theories that clarify how power operates, concerning their dissertation topic. York University-based supervisor and advisory committee members will ensure program standards are met	Student's portfolio proposal will draw on international expertise to guide them in clarifying how power operates in the broader context of the issue they explore to illuminate opportunities that could be leveraged to practically address the issue within their portfolio project. York University-based supervisor and advisory committee members will ensure program standards are met	
		<b>Intra-institutional Cotutelle PhD</b>	Student's dissertation proposal will explicitly combine the disciplinary theory in student's non-Global Health York program with the theory used in Global Health to create an interdisciplinary theory through which they propose how a specific global health problem will be uniquely addressed in a students' interdisciplinarity project. Student's proposal will adopt the interdisciplinary theory to offer a unique approach to analyse the global health issue they address	Student's portfolio proposal will combine the theories from two different disciplines to better understand how power operates. Student's portfolio will draw on the two theoretical orientations to clarify how the two theoretical approaches could be leveraged to address the issue focused on in their portfolio project	
	Explore and evaluate how global health institutions, multilateral organizations, and global health	<b>SAME across all PhD Pathways</b>	Courses GH 6100 6.0, GH 6110 6.0, GH 6120 6.0: Analysis, presentation and discussion of global health issues will illuminate how global health institutions, multilateral organizations and leaders respond to and engage in the complex work of developing global health interventions that transcend state borders	Courses GH 6100 6.0, GH 6110 6.0, GH 6120 6.0: Analysis, presentation and discussion of global health issues will illuminate how global health institutions, multilateral organizations and leaders respond to and engage in the complex work of developing global health interventions that transcend state borders	
		<b>York SGH PhD</b>	See above	See above	

LO3	leaders respond to and engage in the complex work of developing global health interventions, especially ones that transcend state borders	<b>Cotutelle PhD</b>	Students incorporate international faculty expertise to inform their analysis of the process of multilateral organizational cooperation and leadership necessary to address the global health focus of their dissertation. York University-based supervisor and advisory committee members will ensure program standards are met	Students draw on international faculty expertise to inform the process of multilateral organizational cooperation and leadership necessary to address the global health focus of their portfolio project. York University-based supervisor and advisory committee member will ensure program standards are met
		<b>Intra-institutional Cotutelle PhD+C19</b>	Students incorporate disciplinary perspective from the non-global health discipline to inform how they will analyse multilateral organizational cooperation and leadership necessary to address the global health issue they focus on in their proposal and dissertation	Students incorporate disciplinary perspective from the non-global health discipline to inform how they will analyse multilateral organizational cooperation and leadership necessary to address the global health issue they focus on in their proposal and portfolio project
LO4	Demonstrate oneself as a global health leader through the development of skills, research and protocols that advance multilateral cooperation, greater coordination and responsiveness to current and emerging global health issues	<b>SAME across all PhD Pathways</b>	Courses GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0: Discussion and course work with case studies as exemplars of how global health issues are addressed through multilateral cooperation, coordination and responsiveness to emerging global health issues  Student's dissertation project will support them to develop leadership skills in understanding international stakeholders' perspectives and navigating the manner in which local challenges could be addressed to support multilateral cooperation in addressing a global health problem, or	Courses GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0: Discussion and course work with case studies as exemplars of how global health issues are addressed through multilateral cooperation, coordination and responsiveness to emerging global health issues  Student's portfolio will support them to develop leadership skills in understanding different international stakeholders' perspectives and navigating the manner in which local challenges could be addressed to support multilateral cooperation in addressing a global health problem or
		<b>York SGH PhD</b>	See above	See above
		<b>Cotutelle PhD</b>	Students draw on international faculty expertise to inform their dissertation project through which they develop skills in fostering multilateral cooperation to address the emerging global health issue on which they focus. York University-based supervisor and advisory committee members will ensure program standards are met	Students draw on international faculty expertise to inform their portfolio project(s) through which they develop skills in fostering multilateral cooperation to address the applied global health project(s) on which they focus. York University-based supervisor and advisory committee members will ensure program standards are met
		<b>Intra-institutional Cotutelle PhD</b>	Student's dissertation will explicitly combine the disciplinary/interdisciplinary approach of student's non-Global Health York program with that used in Global Health to elaborate on the importance of multilateral cooperation to resolve the issue addressed	Student's portfolio will explicitly combine the disciplinary/interdisciplinary approach of student's non-Global Health York program with that used in Global Health to discuss the manner in which the global health problem addressed will benefit from multilateral cooperation
LO5	Identify a unique global health issue, or series of issues; create, implement and evaluate a strategy/approach that can support the resolution of complex global health problem(s); and communicate findings/results/products to appropriate audiences	<b>SAME across all PhD Pathways</b>	Student's dissertation proposal and dissertation will address a unique global health issue or series of issues. Their research methodology will lead them to analyse the challenges preventing the resolution of the complex global health issue, and means through which it could be addressed. Students will present their findings in the courses GH 6110 6.0 and GH 6120 6.0, at least one international conference and to relevant government and NGO contacts	Student's portfolio proposal and portfolio will address a unique global health issue or series of issues. Methodologies applied in students' portfolio will lead them to analyse the challenges preventing the resolution of a complex global health issue, means through which it could be addressed and develop a framework that would support its resolution. Students will present their findings in the courses GH 6110 6.0 and GH 6120 6.0, and at least one international conference and to relevant government and NGO contacts
		<b>York SGH PhD</b>	See above	See above
		<b>Cotutelle PhD</b>	Engagement of international faculty will inform the manner in which students address complex global health issue(s) in their dissertation. York University-based supervisor and advisory committee members will ensure program standards are met	Engagement of international faculty will inform the manner in which students address complex global health issue(s) in their portfolio. York University-based supervisor and advisory committee members will ensure program standards are met
		<b>Intra-institutional Cotutelle PhD</b>	Student's dissertation proposal will explicitly combine the disciplinary/interdisciplinary approach of the student's non-Global Health York program with the approach used in Global Health to propose how a complex global health problem will be uniquely addressed in a students' interdisciplinarity project	Student's portfolio proposal will explicitly combine the disciplinary/interdisciplinary approach in student's non-Global Health York program with the approach used in Global Health to propose how a complex global health problem will be uniquely addressed in a students' interdisciplinarity project
LO6	Reflect upon, expand, and apply one's experiences in the global health field to the development of theory and appropriate interventions for underserved communities, including those in low- and middle-income countries (LMICs), global Indigenous populations and equity deserving	<b>SAME across all PhD Pathways</b>	Students will reflect on, expand and apply their experiences in global health in their course work (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0), dissertation proposal and dissertation that supports them in the development of theory to address a global health issue or series of issues	Students will reflect on, expand and apply their experiences in global health in their course work (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0), portfolio proposal and portfolio in order to support them in developing appropriate interventions that address a global health issue or series of issues
		<b>York SGH PhD</b>	See above	See above
		<b>Cotutelle PhD</b>	International faculty advice will inform the manner in which students incorporate their global health experience to develop theory concerning global health issue(s) in their dissertation. York University-based supervisor and advisory committee members will ensure program standards are met	International faculty advice will inform the manner in which students incorporate their global health experience in developing appropriate interventions that address global health issue(s) in their portfolio proposal and portfolio. York University-based supervisor and advisory committee members will ensure program standards are met

	groups	<b>Intra-institutional Cotutelle PhD</b>	Student's dissertation proposal and dissertation will explicitly combine the disciplinary/interdisciplinary approach of the student's non-Global Health York program with the approach used in Global Health to develop interdisciplinary theory concerning a global health problem in a student's dissertation	Student's proposal and portfolio will explicitly combine the disciplinary/interdisciplinary approach of the student's non-Global Health York program with the approach used in Global Health to develop an interdisciplinary approach to intervention concerning a global health problem addressed
LO7	Identify synergies between disciplinary skills and research foci to develop hybrid disciplinary skills and unique transdisciplinary len(es) for critical global health problem solving	<b>SAME across all PhD Pathways</b>	Students' global health (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0), non-global health field course work, and their comprehensive literature review will equip them to develop hybrid disciplinary skills and unique transdisciplinary len(es) for critical global health problem solving	Students' global health (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0), non-global health field course work, and their comprehensive literature review will equip them to develop hybrid disciplinary skills and unique transdisciplinary len(es) for critical global health problem solving
		<b>York SGH PhD</b>	See above	See above
		<b>Cotutelle PhD</b>	International faculty advisors will assist students in developing hybrid disciplinary skills and unique transdisciplinary lenses for critical global health problem solving. York University-based supervisor and advisory committee members will ensure program standards are met.	International faculty advisors will assist students in developing hybrid disciplinary skills and unique transdisciplinary lenses for critical global health problem solving. York University-based supervisor and advisory committee members will ensure program standards are met.
		<b>I+C37 Intra-institutional Cotutelle PhD</b>	Candidate will be able to identify synergies between disciplinary skills and research foci from global health and the discipline of the other York academic unit to develop a transdisciplinary lens for critical global health problem solving, within their dissertation, by publishing a journal article or book chapter, presenting in academic fora, etc.	Candidate will be able to identify synergies between disciplinary skills and research foci from global health and the discipline of the other York academic unit to develop a transdisciplinary lens for critical global health problem solving, within their portfolio, by publishing a journal article or book chapter, presenting in academic fora, etc.
LO8	Articulate and apply concepts related to equity, justice, sustainability, solidarity, humility, and integrity in academic and professional contexts	<b>SAME across all PhD Pathways</b>	Students' global health (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0), non-global health field course work, and their comprehensive literature review, dissertation proposal and dissertation will enable them to articulate and apply concepts related to equity, justice, sustainability, solidarity, humility and integrity in academic and professional contexts	Students' global health (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0 and GH 6120 6.0), non-global health field course work, and their comprehensive literature review, portfolio proposal and portfolio will enable them to articulate and apply concepts related to equity, justice, sustainability, solidarity, humility and integrity in academic and professional contexts
		<b>York SGH PhD</b>	See above	See above
		<b>Cotutelle PhD</b>	Engagement of international faculty will inform how students articulate and apply concepts related to equity, justice, sustainability, solidarity, humility and integrity in academic and professional contexts. York University-based supervisor and advisory committee members will ensure program standards are met	Engagement of international faculty will inform how students articulate and apply concepts related to equity, justice, sustainability, solidarity, humility and integrity in academic and professional contexts. York University-based supervisor and advisory committee members will ensure program standards are met
		<b>Intra-institutional Cotutelle PhD</b>	Candidate will be able to articulate and apply how the discipline of Global Health and the discipline of the other York academic unit convey the concepts of equity, justice, sustainability, solidarity, humility, and integrity, and explore relevant similarities and differences for how this would apply in respective academic and professional contexts, within the dissertation, by publishing a journal article or book chapter, presenting in academic fora, etc.	Candidate will be able to articulate and apply how the discipline of Global Health and the discipline of the other York academic unit convey the concepts of equity, justice, sustainability, solidarity, humility, and integrity, and explore relevant similarities and differences for how this would apply in respective academic and professional contexts, within the portfolio, by publishing a journal article or book chapter, presenting in professional fora, etc.
LO9	Identify, describe, and reflect upon methodological challenges and opportunities when conducting global health research and evaluation	<b>SAME across all PhD Pathways</b>	A student will identify, describe and reflect on methodological challenges within course work (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0, GH 6120 6.0 and non-global health courses), their dissertation proposal and dissertation as they conduct global health research	A student will identify, describe and reflect on methodological challenges within course work (GH 6000 6.0, GH 6100 6.0, GH 6110 6.0, GH 6120 6.0 and non-global health courses), their portfolio proposal and portfolio as they conduct global health evaluation
		<b>York SGH PhD</b>	See above	See above
		<b>Cotutelle PhD</b>	Candidate's international faculty advisor will assist them in reflecting on methodological challenges and opportunities in global health research. York University-based supervisor and advisory committee members will ensure program standards are met	Candidate's international faculty advisor will assist them in reflecting on methodological challenges and opportunities in global health evaluation. York University-based supervisor and advisory committee members will ensure program standards are met
		<b>Intra-institutional Cotutelle PhD</b>	Candidate will be able to identify, describe, and reflect upon the different methodological challenges and opportunities that arise in conducting research of the Candidate's research question(s) from discipline of global health and the discipline of the other York academic unit within their dissertation, by publishing a journal article or book chapter, presenting in academic fora, etc.	Candidate will be able to identify, describe, and reflect on the different methodological challenges and opportunities that arise in conducting an evaluation focused on the Candidate's research question(s) from discipline of global health and the discipline of the other York academic unit within their portfolio, by publishing a journal article or book chapter, presenting in professional fora, etc.
	Translate one's research and	<b>SAME across all PhD Pathways</b>	Government and NGO experts as guest speakers in GH 6100 6.0, GH 6110 6.0, GH 6120 6.0 along with a student's research presentation in conferences, workshops and policy fora will enable translation of their research within settings situated in the nexus between research and governance to ensure the greatest reach and most impact in global health policy and practice	Government and NGO experts as guest speakers in GH 6100 6.0, GH 6110 6.0, GH 6120 6.0 along with a student's research presentation in conferences, workshops and policy fora will enable translation of their portfolio project within settings situated in the nexus between research and governance to ensure the greatest reach and most impact in global health policy and practice
		<b>York SGH PhD</b>	See above	See above

LO10	professional findings within settings situated in the nexus between research and governance, to enable the greatest reach and most impact in global health policy and practice	<i>Cotutelle PhD</i>	Candidate's international faculty advisor will assist in identifying international fora as settings for translating their global health research for the greatest impact on global health policy. York University-based supervisor and advisory committee members will ensure program standards are met	Candidate's international faculty advisor will assist in identifying international fora as settings for translating their global health professional findings for the greatest impact on global health policy. York University-based supervisor and advisory committee members will ensure program standards are met
		<i>Intra-institutional Cotutelle PhD</i>	Candidate will translate their research findings to the setting of global health and the setting of the other York academic unit, demonstrating how their multi/interdisciplinary approach provides a unique nexus between research and governance within their dissertation, by publishing a journal article or book chapter, presenting in academic fora, etc.	Candidate will translate their professional findings to the setting of global health and the setting of the other York academic unit, demonstrating how their multi/interdisciplinary approach provides a unique nexus between research and governance, within their portfolio by publishing a journal article or book chapter, presenting in professional fora, etc.

June 2, 2020

Dear colleagues:

I wish to convey my enthusiastic and unequivocal support for the proposal to create new programs in global health at the masters and doctoral level.

Over the last thirty years, global health emerged and codified as a permeable yet distinct practice, academic and professional discipline. It is concerned with the global forces, factors and actors which shape health, illness and their determinants. It is concerned with transnational opportunities and interventions. It uses mixed methods and requires problem-based skill, knowledge and fluency across multiple domains to achieve relevance and excellence in research, policy and practice. The recent COVID-19 pandemic is but one of a growing series of events highlighting the need for more advanced practitioners and researchers capable of generating and implementing effective governance systems, surveillance and monitoring systems, as well as novel and rapid policy and service interventions.

The current proposal would create graduate education which is not only highly complementary to York's unique undergraduate degree in global health, but fill a significant national and international programming gap. The great majority of global health programs are nested within schools of medicine or public health. York's distinctive advantage is the opportunity to offer truly multi-disciplinary programs which include but go well beyond classic epidemiological and bio-medical paradigms. The proposed programs will enable students to explore a greater array of global health determinants, challenges, and solutions. The current proposal is cleverly designed to allow students to look at global health through the lens of various Sustainable Development Goals from climate change to humanitarianism. It has the flexibility to appeal to students seeking to become highly advanced global health practitioners, policy developers, researchers and/or academics.

The proposed programs are nicely aligned with the visions, missions and goals of both the Faculty of Health and the University at large, especially our desire for academic excellence, research, innovation, student support and community engagement.

The School of Global Health, and the Faculty of Health will provide a critical mass of professorial faculty to ensure success and sustainability. However, the program was specifically designed to engage (and encourage) scholars from multiple areas across the university to contribute in a variety of roles, as time, interest, and resources permit. Such interdisciplinary engagement will enrich student experience and success. These collaborations will facilitate complementary scholarly interests, research projects and funding opportunities.



The Faculty recently created and resourced the School of Global Health in anticipation that it would develop and host a graduate program. To date, these commitments include the provision of eight core faculty members with primary interests and expertise in global health as a wide range of expertise and disciplinary backgrounds. Our aim is to continue growing student enrolments and the faculty complement in the School over the next few years. In addition to core faculty within the School, a growing list of faculty in other Schools and Departments within and beyond Health are also keen to support the new graduate programs in global health by serving as co-supervisors, committee members, collaborators and funders. The new School of Global Health has been initially allocated more than 2,000 square feet of renovated space to co-host its faculty, staff and graduate students. Students will also have the opportunity to undertake research through various faculty lead research centres including the Dahdaleh Institute for Global Health Research and the Global Strategy Lab. The School currently has one and a half full time staff members and plans include another half time staff position to assist with the graduate program. All core faculty members are research active and many have large grants with capacity to support students as research assistants. A large and growing undergraduate program in global health provides multiple opportunities for teaching assistantships. Students will receive support to win external scholarships and awards. We expect success rates to be high given the quality of our faculty supervisors, the quality of the students we expect to apply, and the rapidly growing interest in global health from both research funders and health agencies. Finally, since we expect many of our students to be more mature, some are likely to receive support from current employers.

In summary, this dynamic and innovative proposal will fill a critical gap in the global marketplace in a field which has grown in both size and importance. It will further establish York University as a world leader in global health education and research. The proposal will significantly contribute to the vision, mission and goals of both the University and the Faculty of Health, especially with respect to multi and transdisciplinary programs and research. The highly novel and flexible program design will attract and meet the needs of high caliber students. Graduates will find employment in a wide range of national and global agencies, academic institutions, research centres, and policy think tanks. Finally, as its administrative host, the Faculty of Health will ensure that the program has sufficient resources to achieve and maintain success.

Sincerely,



Paul McDonald, PhD, FRSPH, FCAHS  
Professor and Dean



## Office of the Provost & Vice-President Academic



### Memorandum

To: Chair, APPRC and Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: October 9, 2020

Subject: Proposal for Graduate Program in Global Health

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I have reviewed the proposal from the Faculty of Health for the establishment of graduate programs (Masters and PhD) in Global Health. I believe the proposal, together with the Dean's letter, clearly articulates the rationale for the program, and sets out program requirements and learning outcomes, as well as the resources to support its introduction.

There is no doubt that this is a timely initiative in the context of the current global health crisis, as well as in the context of York's new University Academic Plan. It is designed to contribute to theory, practice, and policy in global health, and will build on York's significant and unique teaching and research strengths and leadership in this area, grounded in the Faculty of Health, and including an innovative undergraduate program. Approved by Senate and the Board of Governors last year, the newly-formed School of Global Health looks to this program as a foundation of this broader vision, as outlined in the Dean's letter. The process to develop the proposal has been consultative and collaborative, and the resulting program is interdisciplinary and flexible, enabling the articulation of individual student learning plans/objectives for research and exploration of a range of critical issues, with opportunities to incorporate aspects from other programs and research centres at York and beyond. York is fortunate to be home to a number of outstanding scholars in global health who, as detailed in the Dean's letter, will contribute to the offering of an innovative program to prepare future leaders in the field.

It should be noted that there will be no direct entry to the Masters program; rather, this program will be offered as an option for those students who do not meet PhD progression requirements. An annual intake of six or seven doctoral students is anticipated, with 30 PhD and two Masters students at steady state.

I am pleased to record my strong support for this proposal at this initial stage, and I look forward to providing a fuller statement upon receipt of reviewers' reports.

Cc: Dean P. McDonald  
V-P Academic L. Martin

NS/em/2021/1099

Geneva, 11 January 2021

Dear Professors Orbinski,

I am pleased to hear about the exchanges between my team at the Division for People and the School of Global Health at York University regarding the creation of a PhD Program in Global Health. Promoting and conducting research in the field of public and global health is more urgent than ever. Knowing York University's expertise in health and your significant efforts on research and innovation, I have no doubt that this Program will contribute to equip professionals to better understand and address current global health challenges through a critical, interdisciplinary and solutions-based lens.

UNITAR looks forward to strengthening our collaboration with York University by supporting the innovative PhD Program in Global Health. My team stands ready to work with you and your team to design the rollout strategy of this joint program with the aim of amplifying its impact and reach those who need it the most, especially in LMICs. A program of this kind is not only necessary but also complementary to the work UNITAR is doing in the field of health.

I congratulate you for your efforts in creating this most relevant PhD in Global Health that holds the potential to educate the next generation of leaders by fostering the vision, skills and insights to address current and future global health challenges. UNITAR will be your close partner in our joint endeavour.

Sincerely,



Nikhil Seth  
UN Assistant Secretary-General  
Executive Director of UNITAR

*Professor James Orbinski*  
*Director, Dahdaleh Institute for Global Health Research*  
*York University*  
*Toronto, Canada*

CC: *Dr. Rhonda Lenton, President, York University, Canada*  
*Dr. Mary E. Wiktorowicz, Associate Director, Dahdaleh Institute for Global Health Research*  
*Dr. Ijade Maxwell Rodrigues, Chief of Government and Community Relations, York University*

# York University Quality Assurance Procedures (YUQAP) New Program Appraisal

## External Appraisal Report on the Proposed New PhD in Global Health

*Please provide feedback, as appropriate, on the evaluation criteria provided below.*

### External Reviewer(s)

Eric M. Meslin, Ph.D., FCAHS  
President/CEO Council of Canadian Academies, Ottawa, Ontario  
Adjunct Professor, Dalla Lana School of Public Health, University of Toronto

Justin Parkhurst, D. Phil  
Associate Professor, Global Health Policy  
Department of Health Policy  
London School of Economics and Political Science, London UK

### 1. Outline of the Visit

- Who was interviewed

Lyndon Martin: Vice Provost Academic  
Thomas Loebel: Dean, Faculty of Graduate Studies  
Adrian Viens: Director of School of Global Health  
Paul MacDonald: Dean, Faculty of Health  
Joy Kirchner: University Librarian  
Thumeka Mgwigwi: Subject Librarian for Global Health  
Mazyar Fallah: Associate Dean, Research and Innovation  
Susan Murtha: Associate Dean, Learning, Teaching and Academic Programs  
Mary Wiktorowicz, James Orbinski, Adrian Viens, Mathieu Poirier, Oghenowede Eyawo, Tarra Penny, Amrita Daftary: Graduate Health Executive Committee

- What facilities were seen

Due to COVID-19, the external appraisal was conducted via Zoom. No facilities were seen. We relied on the program proposal (March 6, 2019), and the interviews.

- Any other activities relevant to the appraisal

No.

### 2. General Objectives of the Program

- Is/are the program name and degree designation(s) appropriate?

Yes, the program name and degree designation are appropriate.

- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?

We note that the proposal document we received/reviewed (March 6, 2019) did not make specific mention of the fields under item 1.2. If an assessment of this question is needed, and if they can be provided, we would be pleased to comment.

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

Yes. We also make the following observations.

1. It is commendable the Program endeavors to link its objectives to the University's **2020-2025 University Academic Plan**, and in particular its "purposeful expansion in directions that anticipate the needs of future learners, both locally and globally", and its priority to advance global engagement. It also is commendable that the Program is being developed to intentionally connect with York's commitment to advancing the **UN Sustainable Development Goals** through its **internationalization strategy**. We wish to note, that with respect to advancing global engagement, the proposed PhD in Global Health will of course serve to "[draw] people from around the world who seek to learn from each other" (p. 9 UAP), but also to enhance the reciprocal drawing of PhD graduates to other parts of the world. Therefore, we would greatly encourage the program to look for ways to encourage diversity of applicants from different backgrounds (with representation from the 'global south' particularly important to strive to achieve in a program of this nature).
2. With respect to the general objectives of the program itself, we note that the written description and further information provided adequately explain the overall objective to "prepare future health leaders in research, practice and policy related scholarly pursuits." It was also emphasized in our discussions that recruitment is primarily focused on mid-career professionals. (See further discussion below under **Need and Demand**). It may be helpful to clarify that the program may attract **existing leaders as well as future leaders**). It was further pointed out that the emphasis is on recruiting PhD students to the program and not on recruiting Masters students directly. (See below on this). We agree that concentrating on targeting PhD-appropriate students is a sensible approach for this type of degree.

### **3. Need and Demand**

- Is there sufficient explanation of need/demand for the program?

We are convinced that there is a need for a PhD in Global like the one described in this proposal and discussed during the interviews. The world faces compelling and profound challenges, which COVID-19 has highlighted and potentially exacerbated. Moreover, the world would benefit from the type of competency-based capacity that this program intends to deliver given the growing body of institutions and systems working in the global health landscape. Developing well trained mid-career professionals who will be able to undertake to work on and help

respond to critical emergent problems is a much-needed resource domestically, and in other countries – particularly the global south.

Current descriptions of need are somewhat narrowly focused on topics in need of the problem-solving expertise this program promises in its graduates. Moreover, the program description appears to imply it will be focused on attracting Canada-based applicants who will work in Canada. Our interviews helped clarify both points – in particular the desire and focus on students from abroad who will return home after the degree. A more compelling case for need/demand might be made were there statements from organizations, departments, regions, and countries who would be a source of potential applicants – and who can identify the need that will be met in those countries where some of the York graduates might return upon graduation.

It is also noted that there are programs with similar objectives to train PhDs in global health and related fields that are geographically proximate to York (e.g., McMaster, U of Toronto), and somewhat further afield in both North America and Europe. Making a stronger case for “Why York?”, and in particular, what York offers by way of pedagogical innovation, alignment with needs and interests, resources, and likely career pathways will help position the program to be a magnet for high quality applicants. The faculty involved in this program represent some world-renowned experts in their fields, with a very strong practical problem-oriented interdisciplinary focus. This could be useful to distinguish this program from more traditional disciplinary PhD’s, perhaps, emphasizing how the work done by York faculty has particularly been focused on addressing real-world and emergent global health crises. A clear argument can be made in justification of this PhD that Global Health issues are emergent, dynamic, and multi-sectoral in nature, that York University possesses expertise in responding to such issues in a research-informed manner, and that this PhD can train individuals in the skills required to achieve key global health outcomes.

#### **4. Program Content and Curriculum**

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.
- For undergraduate programs, comment on the appropriateness of the anticipated class sizes. For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?

The program proposes to tailor the learning experience greatly to the needs of the incoming students (many of whom are expected to be mid-career professionals) through the use of the Independent Learning Plan (ILP). However, there is not a significant presentation of a curriculum per se in the proposal. There is a proposal for a new Core Course consisting of three modules, and a seminar series, which all would presumably be graduate level in their designation. In discussions we also asked if there would be opportunities for course enrollment across the university, (either for credit or simply to audit) based on the individual assessment of students. The program committee may wish to consider if they would like to formalize a system by which students are either entitled or expected to take a set number of graduate courses from across the university – chosen based on either methodological, conceptual, or subject specific needs in line with their ILP.

## 5. Program Structure, Learning Outcomes and Assessment

- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?

The program has several innovations, including: direct admission to a PhD, two required courses (one of which is a seminar series), and an Independent Learning Plan intended to be tailored to the needs of each student (as discussed above). As currently described, however, there are potential gaps that could be addressed with a more thorough explanation and rationale. For example:

1. **The Core Course**, which is intended to offer different disciplinary modules and in so doing to ensure a set of competencies in these disciplines, presumes that all entering students to the program will be able to succeed at the same pace and benefit from the same offerings. Given that the primary recruitment focuses on mid-career professionals it is likely there will be heterogeneity with respect to each student's prior preparation and need. Admitting all students directly to the PhD runs a risk (presumably small) that some students may need additional support to complete this critically important course. Alternatively, as noted in the preceding section, it might be worth considering if additional courses can be undertaken from the wider set available at York in a way tailored to students' individual conceptual, methodological, or topic-specific needs.
  2. As a cornerstone to the program, the **Independent Learning Plan** has much to recommend, particularly its emphasis on a tailored, mentored approach to establishing a route through the program designed to meet each student's needs, a timetable to keep students on track, and a set of course offerings from which the student may pick. A case can further be made that, given the multi-disciplinary and emergent nature of global health threats, and the applied, context-specific nature of efforts to address them – the ILP may serve as a particularly appropriate strategy to train individuals in this field. That said, as with the preparation for the Core Course, we would urge that the recruitment and advisory function of each student's ILP be particularly attentive to assessing the students' incoming needs, their capacity for self-directed learning and success, and the benchmarks for moving through the program.
  3. **The Seminar Series** has much to recommend from the perspective of a menu of world-class opportunities to learn from the best minds on particular topics. However, as with any "series", there is a risk that without a designated curriculum lead it will devolve into a set of interesting choices and may lack a coherent pedagogical thrust. It may, in other words be a wide offering of important topics, but as none of them will be deeply explored, the student may not maximally benefit from them.
- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).

The program proposal suggests a range of possible strategies to achieve the research requirements for the PhD Degree. This includes traditional academic thesis and/or article publication, but also options of a 'professional PhD' that could include design of a program or drafting of international legislation. These options could use more specificity and would need to be carefully assessed to assure that outcomes are, indeed, sufficient to demonstrate the skills and application of research efforts needed to achieve the degree. (For instance, the

suggestion of ‘international legislation’ is unnecessarily narrow, as there are many international policy instruments that could be chosen as guides). There may also be concerns over how much leadership and effort constitutes the each student’s own unique work in professional outputs such as these. While such outcomes may indeed be appropriate to the subject area, clarification and development of how it would suffice for the degree is important.

Similarly, the proposal suggests that joint PhDs (cotutelle) or collaborative PhDs with other programs at York may also be feasible. These appear well suited to a multidisciplinary problem-oriented topic such as Global Health, but there was limited development and explanation of how it would work in practice. Brief explanations of the strengths of each model would be beneficial.

The program committee may wish to present brief examples of different hypothetical students enrolling in the PhD; each with different background preparation and experiences, in order to show what their respective paths through PhD program might look like (a suggestion only)

- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?

The program requirements revolve primarily around the ILP. The programme requirements include submission of a preliminary ILP in the first 4 months, a revised ILP at 8 months, and a finalized ILP at the end of the first year. This is appropriate, but the proposal could draw attention to a range of other assurances and protections available within the PhD programme for students undertaking such a tailored process. This includes the checkpoints and reviews discussed, as well as the possibility for having staff from other faculties within York to potentially join a review process.

The classes can also serve to support the ILP and potentially build a cohort of students as well if it goes beyond simply providing a set of seminars but distinguished speakers. The idea of taking courses from other departments for credit – or as a requirement for progression – was further discussed and could also be considered as part of the criteria for the degree.

- For graduate programs, comment on the appropriateness of the program length, including on how students’ time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.

The program length is reasonable; indeed it does not appear particularly onerous. That said, the principal risk is not of a student taking too long to complete the requirements due to excessive workload or other demands, but rather of the student not being given sufficient direction, support, and mentorship to maneuver through the unique curriculum. We see this as a low/moderate risk.

- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.

Many of our comments above address this point.

## 6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning outcomes?

Yes.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?

Not applicable.

## 7. Resources

### For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.

It is reassuring to note the institutional support, by way of letters of recommendation. Interviews conducted with senior administration and staff further reinforced the strong support to the program from the institution.

- Appropriateness of the collective faculty expertise to contribute substantively to the program.

The faculty profiles attest to a comprehensive and deep resource of scholars and likely mentors for this program, including from different York schools. We note that there is an opportunity to take advantage of the Cotutelle model, and while it is not highlighted as such, the opportunity to identify courses, expert mentors and other knowledgeable individuals in other institutions and organizations beyond York's walls should be further considered, especially as the program develops in the early years. Such collaborations also serve the interests of the program's mission and overall vision.

- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.

At this time, there is a sufficient number and quality of faculty, particularly given the initial plans for a small cohort to start (N= <10). If the program grows substantially, there may be a need for additional faculty. More than just number and quality, attention might be given to capacity development in this regard – a “teach the teacher” model that has been deployed elsewhere. Developing a “deep bench” of faculty at York who may be trained in mentoring in this program, course development, evaluation and related curricular innovation can go a long way to building a sustainable program for years to come.

- Evidence that there are adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

We found that the program brief might have undersold the library resources available in particular. We were impressed with the advanced knowledge and awareness of the York Library system to anticipate and address the needs of this program. Some of these resources, are in the form of subject matter experts, who we would see as part of the overall “team” helping for instance to design the IPL. Other resources may be found in the technology



York is deploying, and the networks of other library resources available to this program. These resources should be further highlighted.

**Additional criteria for undergraduate programs only**

- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

Not applicable.

**Additional criteria for graduate programs only**

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

The faculty are clearly world leading in their field in many ways, with a range of professional expertise in the area. They have a wealth of experience and current or past research activities directly relevant to global health issues that provides a strong intellectual climate for the PhD program. Less clear is how financial assistance will be available to students. In particular a degree in Global Health would do well to try to attract a range of students from diverse backgrounds, particularly ensuring representation of, and capacity building for, the global South (or for lower income countries, in particular).

It was not clear how supervisory loads would be distributed, although the faculty involved appear to be well qualified – with a large number of full professors named in the new program brief as involved, and with leadership on the program split between both senior longer-term appointments and several more junior newer staff as well.

**8. Quality of Student Experience**

- Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

See previous answer as well. It is clear that the faculty possess the research and real world experience to provide a strong potential learning experience. That said there was little way to judge the actual supervision skills and teaching experiences of the faculty. We therefore suggest that some consideration be given to noting the preparation and training that faculty in the program have in supervising and mentoring students in programmes of this kind. Excellence in publication, global impact, and research grant success are all present, but PhD supervision is a separate skill and it would be useful to consider both the experience of senior staff and the training or mentoring opportunities for more junior staff. Co-supervision and secondary advisors would provide important reassurances and avoid reliance on single individuals.

*Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.*

## 9. Other Issues

No other issues.

**10. Summary and Recommendations** *(Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.)*

Based on the submitted materials and interviews, we are supportive of York University approving a new PhD Program in Global Health. We would recommend that consideration be given to the points raised in our review that are offered to strengthen the overall proposal.

## Response to program appraisers:

### 2. General Objectives of the Program

1. We agree that a program objective to recruit applicants with diverse background is important and state that we will: "...encourage international applicants from low and middle-income countries (LMICs) to enhance diversity and equity in Program access in partnership with the United Nations Institute for Training and Research (UNITAR). With the support of UNITAR and the experience and outreach of program faculty members and York University Advancement, we are committed to identifying scholarship sources for Visa students" (page 4, 2<sup>nd</sup> paragraph).
2. Flowing from discussions during the site visit, we will note in the last paragraph on page 3 that: "The programs are thus designed to attract existing as well as future leaders."

### 3. Need and Demand

1. As letters of support would strengthen the proposal, a letter from UNITAR is included attesting to the need for the Graduate Program in Global Health. UNITAR will further seek to identify an international donor who could support international graduate students in the Programs.
2. We thank the reviewers for highlighting the expertise of York University scholars whose real-world experience has made significant contributions, and will add the following (page 6, second full paragraph): "As faculty members in the Global Health Program are renowned for their expertise in responding to global health issues that are emergent, dynamic, and multi-sectoral in nature in a research-informed manner, the Program is uniquely positioned to educate individuals in the skills required to advance key global health outcomes."

### 4. Program Content and Curriculum

1. As our vision is based on a tailored approach, students will draw on a diverse array of graduate courses across York University guided by their ILP and dissertation topic. An ILP Framework will be developed to clarify expectations for students and advisory committees in identifying additional required courses. Course selection will consider the student's prior disciplinary background and the methodological, conceptual, practical and content needs to address a given research or portfolio focus. Advisory committee members will support student access to a broad array of disciplinary for-credit graduate courses across York University to fulfill their ILP (noted on page 8, under 2).
2. The Program will ensure students meet progressive requirements of the comprehensive evaluation and annual progress report, that will keep students on track for program completion.

### 5. Program Structure, Learning Outcomes and Assessment

1. We will add the following preamble (page 7) in Program Content and Curriculum: "The Programs are designed with four components: (i) the Core Course fosters a common

baseline conceptual language and understanding of what constitutes Global Health, and a focus on mixed and transdisciplinary methods; (ii) the Seminar Course ensures Program breadth, while the (iii) Independent Learning Plan (ILP) with additional *courses and/or training* and a *comprehensive evaluation* and (iv) the dissertation/thesis/portfolio will ensure academic depth and advancement of new knowledge.”

2. To clarify expectations for both the student and advisory committee, an ILP framework will be developed to assist in determining additional courses. Development of the ILP will consider the student’s prior disciplinary preparation, area of concentration and research or practice focus in order to identify additional for-credit graduate courses across York University that will support the development of needed theoretical, methodological, conceptual and content depth.
3. The Seminar Course will be guided by a faculty lead (James Orbinski), offer exposure to diverse areas and the ability to engage in dialogue to guide a student to further probe a topic.
4. A student’s committee must include faculty members from relevant disciplines to ensure depth and breadth in the project or dissertation topic. The diverse array of associate members in the program attests to faculty interest in engaging with students.
5. **Examples of students in the dissertation and professional streams:** On page 4 we outline the following examples.

**Professional stream example:** Dr. James Orbinski emphasizes the value of academic work that takes a critical problem-solving approach and that is highly applied. In the professional stream, a doctoral candidate who develops new tools using artificial intelligence for safe water optimization in refugee settings, or who re-imagines and re-designs the approach that Médecins Sans Frontiers (MSF) or another NGO uses for program evaluation would make a significant contribution to the field of global health. York University is a large university with faculty who could support research and applied projects across a wide range of areas. Given an appropriate ILP, a doctoral candidate who attains a background in law through their ILP could develop a draft international treaty.

Examples of archetypal DrGH or PhD ILP courses will be included (pages 8-9):

- i. *Quantitative analysis*  
 HLTH 5050 3.0 Perspectives in Decision-making and Information  
 SOCI 6112 3.0 Quantitative Analysis  
 ECON 5025 3.0 Applied Econometrics
- ii. *Development of a draft Global health treaty:*  
 GS LAW 6610: Legal Research  
 HIST 5590 3.0 Transnational and Global Histories  
 GS/SLST 6005 3.00 Advanced Research Strategies in Socio-Legal Methods
- iii. *Global health equity and feminist approaches:*  
 EU/ENVS 5106 3.00 Critical Perspectives on Race, Gender and Environment  
 GFWS 6009 3.0: Advanced Research in Feminist Theory  
 GFWS 6008 3.0: Feminist Research Methodologies and Methods  
 GFWS 6225 3.0 Feminism in Black Africa
- iv. *Global governance of antimicrobial resistance, urbanization and equity:*

ENVS 6173 3.0 Planning and Politics  
KAHS 6030 3.0 Qualitative Research Methods  
HLTH 6300 3.0 Political Economy of Global Health  
HLTH 5485 3.0 Public Policy and Health

v. *Global health emergency management:*

DEMS 5082 3.0 Disaster and Emergency Management: Medical and Public Health  
Issues for Non-medical personnel  
GS/DEMS 6073 Public Capacities for Disaster Management (Public Policy,  
Governance & International Response)  
ANTH 5225 3.0 Global Health

vi. *Global Indigenous health and policy*

ENVS 6152 3.0 Reshaping research with Indigenous Peoples  
POLS 6145 3.0 Indigenous Politics: Decolonization or “Development”?  
ANTH 5135 3.0 Globalization and Cultural Identities  
SOWK 5030 3.0 Oppression and Intersectionality  
GFWS 6225 3.0 Feminism in Black Africa

vii. *Applied critical and visual qualitative approaches:*

GS/SOCI 6060 3.00 Qualitative Methods Of Research  
AP/ANTH 2130 6.00 Anthropology Through the Visual: Images of  
Resistance/Irresistible Images  
AP/PRWR 4800 3.00 Advanced Workshop 1: Visual Information and Document  
Design  
GS/FILM 6254 3.00 Critical Visualization as Media Practice: Connecting Data to  
Social Practice  
GS/SPTH 6104 6.00 Social and Political Thought: Theories, Approaches, and  
Methods

## 6. Admission Requirements

## 7. Resources

The program plans to take advantage of the cotutelle model to incorporate courses, expert mentors including those in multilateral institutions beyond York University.

Supervision will occur through faculty across York University, international leaders in other universities and multilateral organizations. The success of the program in attracting high quality students will depend on the faculty complement growing.

## 8. Quality of Student Experience

The framework for the ILP will be developed through a retreat with common training for faculty members to establish standards together as a kick-off, with annual meetings thereafter. A community of practice will be developed to foster excellent supervision for the ILP. Faculty members will meet once a term to reflect on progress, and different situations that have arisen.

Faculty mentorship will be needed to ensure the success of the program as it grows, especially the time supervision will take, including the time to review and admit candidates given we will need to assess ILPs and may also interview all short-listed candidates.

March 3, 2021

Dear colleagues:

I wish to convey my enthusiastic and unequivocal support for the proposal to create programs in global health at the masters and doctoral level. I read the very positive report from the external and fully support the responses provided by my colleagues from the School of Global Health. The revisions have added further value to what was already an exceptionally strong and innovative proposal.

Over the last thirty years global health emerged as a permeable yet distinct practice, academic and professional discipline. It is concerned with the global forces, factors and actors which shape health, illness and their determinants on a broad scale. It is concerned with transnational opportunities and interventions. It uses mixed methods and requires problem-based skill, knowledge and fluency across multiple domains to achieve relevance and excellence in research, policy and practice. The recent COVID-19 pandemic is but one of a growing series of events highlighting the need for more advanced practitioners and researchers capable of understanding complex multi-lateral environments and then generating and implementing effective governance systems, surveillance and monitoring systems, as well as novel and rapid policy and service interventions. Global health is not restricted to infectious and enteric diseases. Global events, policies, and contexts also shape the prevalence, prevention, control and treatment of non-communicable conditions such as diabetes, heart disease, cancer, mental illness, and chronic lung disease. The dynamic and emergent nature of global health is best served by moving beyond traditional graduate program elements and embracing a design which facilitates flexibility, innovation, and engages a cross section of learners able to tailor their experience to fill or enhance an array of global health leadership roles.

The current proposal would create graduate education which is not only highly complementary to York's unique undergraduate degree in global health, but fill a significant national and international programming gap. The majority of global health programs are nested within schools of medicine or public health. York's distinctive advantage is the opportunity to offer truly multi-disciplinary programs which include but also go well beyond classic epidemiological and bio-medical paradigms. The proposed programs will enable students to explore a greater array of global health determinants, challenges, and solutions. The program is cleverly designed to allow students to look at global health through the lens of various Sustainable Development Goals from climate change to humanitarianism. It has the flexibility to appeal to students seeking to become highly advanced global health practitioners, policy developers, researchers and/or academics. They will have the opportunity to develop perspectives and methods from the social sciences, natural and bio-medical sciences,



engineering and mathematical sciences, environmental sciences, law, the humanities, and more.

The proposed programs are nicely aligned with the visions, missions and goals of both the Faculty of Health and the University at large, especially our desire for academic excellence, research, innovation, student support and community engagement.

The School of Global Health, and the Faculty of Health will provide a critical mass of world class tenure stream faculty to ensure success and sustainability. However, the program was also designed to engage (and encourage) scholars from multiple areas across the university to contribute in a variety of roles, as time, interest, and resources permit. Such interdisciplinary engagement will enrich student experience and success. These collaborations will facilitate complementary scholarly interests, research projects and funding opportunities.

The Faculty recently created and is resourcing the School of Global Health in anticipation to accommodate high quality graduate programs. To date, these commitments include the provision of eight core faculty members with primary interests and expertise in global health as a wide range of expertise and disciplinary backgrounds. Searches for two more tenure stream positions, including a potential CRC Tier 2, are currently underway with the appointments expected to begin in either July 2021 or January 1, 2022. Our aim is to continue growing student enrolments and the faculty complement in the School over the next few years. In addition to core faculty within the School, we are grateful that several faculty in other Schools and Departments within and beyond the Faculty of Health have also expressed an interest in supporting the new graduate programs in global health by serving as co-supervisors, committee members, collaborators and funders. The new School of Global Health has been initially allocated more than 2,000 square feet of renovated space to co-host its faculty, staff and graduate students. Students will also have the opportunity to undertake research through various faculty lead research centres including the Dahdaleh Institute for Global Health Research and the Global Strategy Lab, both of which are co-located in the same building as the School of Global Health. The School currently has one and a half full time staff members and plans include another half time staff position to assist with the graduate program. All current core faculty members are research active and many have large grants with capacity to support students and provide experiential opportunities. The undergraduate program in global health provides multiple opportunities for teaching assistantships. Students will receive support to apply for external scholarships and awards. For example, as noted in their letter of support, the United Nations Institute for Training and Research (UNITAR) has offered to work with York to promote the program and find funding support for students in low and middle income nations. We expect success rates to be high given the quality of our faculty supervisors, the quality of the students we



expect to apply, and the rapidly growing interest in global health from both research funders and health agencies. Finally, since we expect many of our students to be more mature, some may receive support from current employers.

In summary, this dynamic and innovative proposal will fill a critical gap in the global marketplace in a field which has grown in both size, profile, and importance. It will further establish York University as a world leader in global health education and research. The proposal will significantly contribute to the vision, mission and goals of both the University and the Faculty of Health, especially with respect to multi and transdisciplinary programs and research. The highly novel and flexible program design will attract and meet the needs of high caliber students. Graduates will find employment in a wide range of national and global agencies, academic institutions, research centres, and policy think tanks. Finally, as its administrative host, the Faculty of Health will ensure that the program has sufficient resources to achieve and maintain success.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Paul McDonald', with a stylized flourish at the end.

Paul McDonald, PhD, FRSPH, FCAHS  
Professor and Dean

# Memorandum

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

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

**Lisa Philipps**  
Provost & Vice-President  
Academic

From: Lisa Philipps, Provost & Vice-President Academic

Date: March 29, 2021

Subject: Support for PhD in Global Health

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yorku.ca

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I have reviewed the external review report for the proposed PhD program in Global Health and the proponent's response to the recommendations and the revised application. The Dean of Health has provided an unequivocal letter of support for this new program. This memo is my signal of strong support for this innovative and important program which contributes to the strength of existing graduate programs in the Faculty of Health and York University. This new program is strongly aligned with the University's Academic Plan in its view toward interdisciplinarity, global outreach and professional learning, and in its explicit address of local, national and global communities at their points of intersection.

I have reviewed the enrolment projections and am persuaded that the resource demands to launch this program will be modest given the strong cadre of faculty members already associated with the School of Global Health and the Dahdaleh Institute for Global Health Research. This proposal will be unique in Ontario, and will draw upon practice-based and scholarly expertise already in place at York University.

I look forward to seeing the final approvals from Senate, Quality Council and the Ministry of Colleges and Universities in due course.



## Common Grading Scheme for Undergraduate Faculties

<b>Current Policy</b>	<b>Proposed Revision</b>																																										
<p><b>Common Grading Scheme for Undergraduate Faculties</b></p> <p>Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:</p> <p>A+ 9 Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.</p> <p>A. 8. Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.</p> <p>B+. 7. Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.</p> <p>B. 6. Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.</p>	<p><b>Pan-University Grading Schemes</b></p> <p>a. Senate approved the following three grading schemes for the University, as set out below.</p> <p><b>Undergraduate Grading Scheme</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Letter Grade</th> <th style="text-align: left; padding: 5px;">Percent Range</th> <th style="text-align: left; padding: 5px;">GPA</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">A+</td><td style="padding: 5px;">90-100</td><td style="padding: 5px;">4.00</td></tr> <tr><td style="padding: 5px;">A</td><td style="padding: 5px;">85-89</td><td style="padding: 5px;">3.90</td></tr> <tr><td style="padding: 5px;">A-</td><td style="padding: 5px;">80-84</td><td style="padding: 5px;">3.70</td></tr> <tr><td style="padding: 5px;">B+</td><td style="padding: 5px;">77-79</td><td style="padding: 5px;">3.30</td></tr> <tr><td style="padding: 5px;">B</td><td style="padding: 5px;">73-76</td><td style="padding: 5px;">3.00</td></tr> <tr><td style="padding: 5px;">B-</td><td style="padding: 5px;">70-72</td><td style="padding: 5px;">2.70</td></tr> <tr><td style="padding: 5px;">C+</td><td style="padding: 5px;">67-69</td><td style="padding: 5px;">2.30</td></tr> <tr><td style="padding: 5px;">C</td><td style="padding: 5px;">63-66</td><td style="padding: 5px;">2.00</td></tr> <tr><td style="padding: 5px;">C-</td><td style="padding: 5px;">60-62</td><td style="padding: 5px;">1.70</td></tr> <tr><td style="padding: 5px;">D+</td><td style="padding: 5px;">57-59</td><td style="padding: 5px;">1.30</td></tr> <tr><td style="padding: 5px;">D</td><td style="padding: 5px;">53-56</td><td style="padding: 5px;">1.00</td></tr> <tr><td style="padding: 5px;">D-</td><td style="padding: 5px;">50-52</td><td style="padding: 5px;">0.70</td></tr> <tr><td style="padding: 5px;">F</td><td style="padding: 5px;">0-49</td><td style="padding: 5px;">0.00</td></tr> </tbody> </table> <p>The corresponding qualitative descriptors are available in the Appendix.</p>	Letter Grade	Percent Range	GPA	A+	90-100	4.00	A	85-89	3.90	A-	80-84	3.70	B+	77-79	3.30	B	73-76	3.00	B-	70-72	2.70	C+	67-69	2.30	C	63-66	2.00	C-	60-62	1.70	D+	57-59	1.30	D	53-56	1.00	D-	50-52	0.70	F	0-49	0.00
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C+. 5. Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C. 4. Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+. 3. Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D. 2. Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E. 1. Marginally Failing

F. 0. Failing

### Graduate Studies Grading Scheme

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

### Osgoode Hall Law School JD Grading Scheme

Grade	GPA	Descriptor
A+	4	Excellent
A	3.8	
B+	3.3	Good
B	3	
C+	2.3	Acceptable
C	2	
D+	1.3	Marginal
D	1	
F	0	Fail
AL	0	Allowed

	<ul style="list-style-type: none"> <li>b. In addition to the schemes above, students may be graded on a Pass/Fail or Credit/No Credit basis, with details set out in the <a href="#">Pass/Fail Grades Policy</a> and the Credit/No Credit regulation.</li> <li>c. The Master and PhD in Environmental Studies programs in the Faculty of Environmental and Urban Change follow a pass/fail grading scheme.</li> <li>d. Master’s programs in the Schulich School of Business employ the Graduate Studies Grading Scheme with a GPA accompanying each letter grade and percentage range.</li> <li>e. This policy is in place temporarily until such time that the <a href="#">Policy on York University Grading Schemes</a>, approved by Senate in October 2020, takes effect.</li> </ul>
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## Appendix

### Undergraduate Grading Scheme Qualitative Descriptors

Letter Grade	Numerical Range (%)	Grade Point	Descriptor
A+	90-100	4	<b>Excellent</b>
A	85-89	3.9	Thorough knowledge of concepts and/or techniques; high degree of skill and/or originality in using them to satisfy the requirements of an assignment or course.

<b>Letter Grade</b>	<b>Numerical Range (%)</b>	<b>Grade Point</b>	<b>Descriptor</b>
<b>A-</b>	<b>80-84</b>	<b>3.7</b>	
<b>B+</b>	<b>77-79</b>	<b>3.3</b>	<b>Good</b> Good knowledge of concepts and/or techniques; considerable skill in using them to satisfy the requirements of an assignment or course.
<b>B</b>	<b>73-76</b>	<b>3</b>	
<b>B-</b>	<b>70-72</b>	<b>2.7</b>	
<b>C+</b>	<b>67-69</b>	<b>2.3</b>	<b>Satisfactory</b> Acceptable level of knowledge of concepts and/or techniques; basic competence in using them to satisfy the requirements of an assignment or course.
<b>C</b>	<b>63-66</b>	<b>2</b>	
<b>C-</b>	<b>60-62</b>	<b>1.7</b>	
<b>D+</b>	<b>57-59</b>	<b>1.3</b>	<b>Marginal</b> Minimal level of knowledge of concepts and/or techniques; some ability in using them to satisfy the requirements of an assignment or course.
<b>D</b>	<b>53-56</b>	<b>1</b>	
<b>D-</b>	<b>50-52</b>	<b>0.7</b>	
<b>F</b>	<b>0-49</b>	<b>0</b>	<b>Unsatisfactory/Fail</b> Inadequate knowledge of concepts and/or techniques needed to satisfy the learning outcomes of an assignment or course.

## Progression Requirements to Maintain Honours Standing

Current Policy	Proposed Revision																														
<p>Senate approved an amendment to Honours standing requirements such that students whose cumulative grade point average (CGPA) falls below 5.0 during the course of their studies, may proceed in an Honours program, on warning, provided that they meet the minimum CGPA requirements as set out below:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year Level</th> <th style="text-align: center;">Credit Range</th> <th style="text-align: center;">CGPA Requirements</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Year 1</b></td> <td style="text-align: center;">0 to 23</td> <td style="text-align: center;">4.00</td> </tr> <tr> <td style="text-align: center;"><b>Year 2</b></td> <td style="text-align: center;">24 to 53</td> <td style="text-align: center;">4.25</td> </tr> <tr> <td style="text-align: center;"><b>Year 3</b></td> <td style="text-align: center;">54 to 83</td> <td style="text-align: center;">4.80</td> </tr> <tr> <td style="text-align: center;"><b>Year 4</b></td> <td style="text-align: center;">84</td> <td style="text-align: center;">5.00</td> </tr> </tbody> </table> <p>This amendment does not apply to the B.Ed. degree programs offered by the Faculty of Education, the LL.B degree program of Osgoode Hall Law School, the BBA and iBBA degree programs of Schulich School of Business, and the BScN, BAS and BHRM degree programs offered by Atkinson Faculty of Liberal and Professional Studies.</p> <p style="text-align: right;">Approved by Senate: 15 December 2005 Effective date: 3 April 2006</p> <p><i>Notes:</i></p>	Year Level	Credit Range	CGPA Requirements	<b>Year 1</b>	0 to 23	4.00	<b>Year 2</b>	24 to 53	4.25	<b>Year 3</b>	54 to 83	4.80	<b>Year 4</b>	84	5.00	<p>Students whose cumulative grade point average (CGPA) falls below <b>2.00</b> during the course of their studies, may proceed in an Honours program, on warning, provided that they meet the minimum CGPA requirements as set out below:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year Level</th> <th style="text-align: center;">Credit Range</th> <th style="text-align: center;">CGPA Requirements</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Year 1</b></td> <td style="text-align: center;">0 to 23</td> <td style="text-align: center;">1.70</td> </tr> <tr> <td style="text-align: center;"><b>Year 2</b></td> <td style="text-align: center;">24 to 53</td> <td style="text-align: center;">1.70</td> </tr> <tr> <td style="text-align: center;"><b>Year 3</b></td> <td style="text-align: center;">54 to 83</td> <td style="text-align: center;">1.70</td> </tr> <tr> <td style="text-align: center;"><b>Year 4</b></td> <td style="text-align: center;">84</td> <td style="text-align: center;">2.00</td> </tr> </tbody> </table> <p>This does not apply to the B.Ed. degree programs offered by the Faculty of Education, <b>JD</b> degree program of Osgoode Hall Law School, BBA and iBBA degree programs of Schulich School of Business, the BScN <b>degree program of the Faculty of Health, the BEng degree programs in the Lassonde School of Engineering, and the BCom, BDEM, BPA</b> and BHRM degree programs <b>of the</b> Faculty of Liberal <b>Arts</b> and Professional Studies.</p> <p>This legislation does not impact Major GPA requirements.</p>	Year Level	Credit Range	CGPA Requirements	<b>Year 1</b>	0 to 23	1.70	<b>Year 2</b>	24 to 53	1.70	<b>Year 3</b>	54 to 83	1.70	<b>Year 4</b>	84	2.00
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- 1) *This legislation does not impact Major GPA requirements.*
- 2) *Faculty to Faculty transfers into honours programs will occur according to ~~the new~~ CGPA requirements.*

Faculty to Faculty transfers into honours programs will occur according to **these** CGPA requirements.

**This policy is in place temporarily until such time that the Policy on York University Grading Schemes, approved by Senate in October 2020, takes effect.**

Approved by Senate: TBC

Effective date: TBC



## Honours Progression: Bachelor of Engineering

Current Policy	Proposed Revision																														
<p>Students whose cumulative grade point average (CGPA) falls below <del>5.0</del> during the course of their studies, may proceed in a Bachelor of Engineering (BEng) program, on warning, provided that they meet the minimum CGPA requirements as set out below:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Year Level Credit Range CGPA Requirements</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><b>Year 1</b></td> <td style="text-align: center;">0 to 35</td> <td style="text-align: center;">4.00</td> </tr> <tr> <td style="text-align: left;"><b>Year 2</b></td> <td style="text-align: center;">36 to 71</td> <td style="text-align: center;">4.25</td> </tr> <tr> <td style="text-align: left;"><b>Year 3</b></td> <td style="text-align: center;">72 to 107</td> <td style="text-align: center;">4.80</td> </tr> <tr> <td style="text-align: left;"><b>Year 4</b></td> <td style="text-align: center;">108</td> <td style="text-align: center;">5.00</td> </tr> </tbody> </table> <p style="text-align: right; margin-right: 50px;">Approved by Senate: 25 September 2014 Effective date: 25 September 2014</p>	Year Level Credit Range CGPA Requirements			<b>Year 1</b>	0 to 35	4.00	<b>Year 2</b>	36 to 71	4.25	<b>Year 3</b>	72 to 107	4.80	<b>Year 4</b>	108	5.00	<p>Students whose cumulative grade point average (CGPA) falls below <b>2.00</b> during the course of their studies, may proceed in a Bachelor of Engineering (BEng) program, on warning, provided that they meet the minimum CGPA requirements as set out below:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Year Level Credit Range CGPA Requirements</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><b>Year 1</b></td> <td style="text-align: center;">0 to 35</td> <td style="text-align: center;">1.70</td> </tr> <tr> <td style="text-align: left;"><b>Year 2</b></td> <td style="text-align: center;">36 to 71</td> <td style="text-align: center;">1.70</td> </tr> <tr> <td style="text-align: left;"><b>Year 3</b></td> <td style="text-align: center;">72 to 107</td> <td style="text-align: center;">1.70</td> </tr> <tr> <td style="text-align: left;"><b>Year 4</b></td> <td style="text-align: center;">108</td> <td style="text-align: center;">2.00</td> </tr> </tbody> </table> <p style="text-align: center; color: red; font-weight: bold; margin-top: 20px;"><b>This policy is in place temporarily until such time that the <u>Policy on York University Grading Schemes</u>, approved by Senate in October 2020, takes effect.</b></p> <p style="text-align: right; margin-right: 50px;">Approved by Senate: TBC Effective date: TBC</p>	Year Level Credit Range CGPA Requirements			<b>Year 1</b>	0 to 35	1.70	<b>Year 2</b>	36 to 71	1.70	<b>Year 3</b>	72 to 107	1.70	<b>Year 4</b>	108	2.00
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## University Policy

### Policy on York University Grading Schemes

<b>Topic:</b>	Academic Standards, Grades, Conduct of Examinations
<b>Approval Authority:</b>	Senate
<b>Approval Date:</b>	22 October 2020
<b>Effective Date:</b>	TBC
<b>Last Revised:</b>	23 June 2022

#### 1. Purpose and Principles

- 1.1. This policy sets out the grading schemes for York University and the pan-University regulations at the undergraduate level for academic standing, progression in Honours programs, and academic sanctions.
- 1.2. A core principle of this policy is the balancing of the maintenance of academic standards and fairness to students by seeking to facilitate students' progression through their degree programs while upholding rigorous academic standing requirements.

#### 2. Scope and Application

- 2.1 This policy applies to all undergraduate students registered in a degree program in every Faculty at York University.
- 2.2 While the Faculty of Graduate Studies and Osgoode Hall Law School grading schemes are set out below, regulations applicable to those Faculties are covered in Faculty regulations.
- 2.3 This Policy is not applicable to the Master of Environmental Studies programs housed within the Faculty of Environmental and Urban Change, which follow a pass/fail grading scheme.

#### 3. Definitions

**Academic Decision:** An undergraduate student’s progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed, Required to Withdraw). Academic decisions appear on students’ grade report.

**Credit/No Credit Course:** A course which is offered on an ungraded basis only, and where the failing grade is to count as zero in the grade point average.

**Cumulative Grade Point Average (CGPA):** The weighted average based on grades obtained in courses taken over all academic sessions.

**Grade Point Average (GPA):** The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

**Pass/Fail Grading Option:** An option whereby undergraduate students may elect to take a graded course on an ungraded basis and receive credit for such courses without impacting their GPA.

**Sessional Grade Point Average (SGPA):** The weighted average based on grades obtained in courses taken over a single academic session.

**Session:** A prescribed period of time designated for the delivery of courses. York’s sessions are Fall/Winter and Summer.

**Year of Study:** An undergraduate student’s progress towards a degree is measured in terms of credits passed rather than years of study completed. A common scale for 90- and 120-credit degrees correlates the number of credits earned and the year of study equivalent; a degree-specific scale exists for the Bachelor of Engineering (BEng) degree. The scales are set out below.

*University-Wide Undergraduate Scale*

<b>Year Level</b>	<b>Study Level</b>
Year 1	0 to 23 credits
Year 2	24 to 53 credits
Year 3	54 to 83 credits
Year 4	84 credits

*Bachelor of Engineering Scale*

<b>Year Level</b>	<b>Study Level</b>
Year 1	0 to 35 credits
Year 2	36 to 71 credits
Year 3	72 to 107 credits
Year 4	108 credits

Additional definitions are available in the Pan-University Academic Nomenclature.

## **4. Policy**

### **4.1. Grading Schemes**

- a. Three different grading schemes are in use at York University, as set out below.

#### **Undergraduate Grading Scheme**

Letter Grade	Percent Range	GPA
A+	90-100	4.00
A	85-89	3.90
A-	80-84	3.70
B+	77-79	3.30
B	73-76	3.00
B-	70-72	2.70
C+	67-69	2.30
C	63-66	2.00
C-	60-62	1.70
D+	57-59	1.30
D	53-56	1.00
D-	50-52	0.70
F	0-49	0.00

**Graduate Studies Grading Scheme**

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

**Osgoode Hall Law School JD Grading Scheme**

Grade	GPA	Descriptor
A+	4	Excellent
A	3.8	
B+	3.3	Good
B	3	
C+	2.3	Acceptable
C	2	
D+	1.3	Marginal
D	1	
F	0	Fail
AL	0	Allowed

- b. In addition to the schemes above, students may be graded on a Pass/Fail or Credit/No Credit basis. The Pass/Fail grading option allows undergraduate students to take a graded course on an ungraded basis, with the grade excluded from GPA calculations. Details are available in the *Pass/Fail Grades Policy*. Credit/No Credit courses are offered on an ungraded basis only and are included in GPA calculations, with a failing grade to count as zero in the GPA.

## 4.2. Academic Standing

- a. Undergraduate students' study level at the University is determined based on the number of earned credits, as set out in the Year of Study scales in the Definitions section of this Policy.
- b. Students' academic standing is assessed based on courses taken at the University following each Fall/Winter and Summer session, and results in an academic decision as described in the Definitions section.

- c. There are seven categories of academic standing at the University, as set out below.
- i. **Eligible to Proceed:** Students will be Eligible to Proceed in an Honours program between 0 and 53 earned credits or if they fulfill the requirements of Honours progression as set out in 4.3. Students will be Eligible to Proceed in a 90-credit program if they are in Good Academic Standing.
  - ii. **Good Academic Standing (Honours Progression):** This is defined at the University as a cumulative GPA (CGPA) of 2.00 or above. Each academic program also may identify its own definition of Honours progression for that program as long as it meets the minimum University standard.
  - iii. **Good Academic Standing:** This is defined at the University as a CGPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program as long as it meets the minimum University standard.
  - iv. **Honours Warning:** Following the first assessment for Honours progression after the completion of earned 53 credits but before the second assessment after the completion of 83 earned credits, students whose CGPA is between 1.70 and 1.99 will be on Honours Warning. Some academic programs may set a different CGPA threshold for Honours Warning.
  - v. **Academic Warning:** An academic decision granted to students whose CGPA falls below 1.70. Once students receive this academic decision, they may remain at the University for a reviewing period as described in the Academic Sanctions section.
  - vi. **Required Withdrawal for One Year:** An academic decision granted to students who do not meet the conditions of academic warning which requires them to withdraw from the University for a period of one year or three consecutive terms. Once students return to the University, they will be placed on a debarment warning as described in the Academic Sanctions section.
  - vii. **Debarment for Two Years:** An academic decision granted to students who fail to meet the conditions placed upon them following their return to the University from Required Withdrawal.

d. Graduation Requirement

- i. 90-credit Graduation Requirement: This is defined at the University as a CGPA of 1.70 or above.
- ii. Honours Graduation Requirement: This is defined at the University as a CGPA of 2.00 or above.
- iii. Students must meet the graduation requirement in order to be eligible to graduate from their program.
- iv. Some academic programs may set a different CGPA for their graduation requirement as long as it meets the minimum University standard.
- v. Students who do not meet their program's minimum graduation requirement will be eligible to continue in their program until such time that they achieve the required CGPA as long as they meet the conditions set out in sections 4.3 and 4.4 and any applicable Faculty rules and regulations.

4.3. Progression in Honours Programs

- a. The University-wide minimum standards for progression in an Honours degree program are as follows.
  - i. Students will be eligible to proceed in an Honours program between 0 and 53 earned credits.
  - ii. Students' eligibility to proceed in Honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits:
    1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing;
    2. Students whose CGPA is between 1.70 and 1.99 may continue in their Honours program on Honours warning and will be reassessed after the completion of 83 earned credits; or
    3. Students whose CGPA is below 1.70 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.

- iii. Students' eligibility to proceed in Honours will be assessed for a second time after they have completed 83 earned credits. After the completion of 83 earned credits:
    - 1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing; or
    - 2. Students whose CGPA falls below 2.00 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.
  - iv. Following the assessment after the completion of 83 earned credits, students will not be assessed again for Honours Progression, but will continue to be assessed for Academic Sanctions as outlined in section 4.4.
  - v. In alignment with principles of fairness to students, the eligibility of students admitted with transfer credit to proceed in Honours will not be assessed before they have earned at least 12 credits at York
- b. Some academic programs may wish to set additional requirements beyond the minimum University standard, such as major GPA requirements, course grade requirements, graduation requirements, and Honours progression assessment for students admitted with transfer credit. Any additional requirements must be approved through the appropriate Faculty- and University-level governance channels, including by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate.
- c. Students in 90-credit programs are encouraged to meet with an academic advisor in their Faculty regarding possible transitions to an Honours program. Students' eligibility to transition from a 90-credit program to an Honours program will be based on the following considerations:
- 1. Between 0 and 53 credits, students in a 90-credit program may apply to transition to an Honours program subject to the admissions criteria.
  - 2. Students will be eligible to transition from a 90-credit program to an Honours program if:
    - a. Their CGPA is 1.70 or above after the completion of 53 earned credits but before the completion of 83 earned credits, or



- b. Their CGPA is 2.00 or above after the completion of 83 earned credits.

#### 4.4. Academic Sanctions

- a. Academic Warning: Students whose CGPA falls below 1.70 after the completion of 18 credits taken at the University will be placed on academic warning with the following conditions.
  - i. Students may continue on academic warning if they achieve a sessional GPA (SGPA) of 2.00 or greater until their CGPA reaches 1.70 or above.
  - ii. Students whose SGPA falls below 2.00 will be required to withdraw for one year as outlined below.
- b. Required withdrawal for one year: Students on Academic Warning whose SGPA falls below 2.00 and CGPA is below 1.70 are required to withdraw from the University for one year (the three consecutive terms) subsequent to the academic decision identifying that the conditions of academic warning have not been satisfied.
  - i. In accordance with the *Registration Eligibility in Summer Courses Policy*, students who have received a required withdrawal decision may enrol in summer courses.
  - ii. If their SGPA at the end of the summer term does not return them to good academic standing (1.70 CGPA), they will be required to withdraw for a period of one year or three consecutive terms subsequent to that summer term.
  - iii. Those students who return to good academic standing (1.70 CGPA) after the summer session will be eligible to continue at the University in the subsequent Fall/Winter term.
- c. Returning to the University after a required withdrawal. Students returning to the University after a required withdrawal will be placed on debarment warning with the following conditions:
  - i. Students whose SGPA is 2.00 or greater may continue on debarment warning until their CGPA reaches 1.70 or above.
  - ii. Students whose SGPA falls below 2.00, will be debarred from the University for a period of two years (six consecutive terms) subsequent to

the academic decision identifying that the conditions of debarment warning have not been satisfied and must reapply.

- d. Debarment for two years: Following a debarment, students must reapply to the University to resume their studies.

## 5. Roles and Responsibilities

5.1. It is the responsibility of students to:

- a. Be proactive in monitoring their academic standing in their program in consultation with academic advising staff as needed.
- b. Be aware of the University academic standing requirements as well as any additional requirements of their academic program.
- c. Carefully review notifications from the Office of the University Registrar, their Faculty, Department and/or program about their academic standing.

5.2. It is the responsibility of the Office of the University Registrar, Faculties, Departments and academic programs to:

- a. Ensure that academic and program regulations are clear.
- b. Communicate academic decisions to students in a timely manner.

## 6. Review

This policy shall be reviewed every five years.

<b>Legislative history:</b>	Approved by Senate 22 October 2020; revised by Senate 26 November 2020, 23 June 2022.
<b>Date of next review:</b>	October 2025 [to be amended]
<b>Policies superseded by this policy:</b>	<a href="#">Common Grading Scheme for Undergraduate Faculties</a> <a href="#">Progression Requirements to Maintain Honours Standing</a> <a href="#">Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)</a>
<b>Related policies, procedures and guidelines:</b>	<a href="#">Pan-University Academic Nomenclature</a> <a href="#">Registration Eligibility in Summer Courses Policy</a> <a href="#">Pass/Fail Grades Policy</a>

## Appendix

### Undergraduate Grading Scheme Qualitative Descriptors

<b>Letter Grade</b>	<b>Numerical Range (%)</b>	<b>Grade Point</b>	<b>Descriptor</b>
<b>A+</b>	<b>90-100</b>	<b>4</b>	<b>Excellent</b> Thorough knowledge of concepts and/or techniques; high degree of skill and/or originality in using them to satisfy the requirements of an assignment or course.
<b>A</b>	<b>85-89</b>	<b>3.9</b>	
<b>A-</b>	<b>80-84</b>	<b>3.7</b>	
<b>B+</b>	<b>77-79</b>	<b>3.3</b>	<b>Good</b> Good knowledge of concepts and/or techniques; considerable skill in using them to satisfy the requirements of an assignment or course.
<b>B</b>	<b>73-76</b>	<b>3</b>	
<b>B-</b>	<b>70-72</b>	<b>2.7</b>	
<b>C+</b>	<b>67-69</b>	<b>2.3</b>	<b>Satisfactory</b> Acceptable level of knowledge of concepts and/or techniques; basic competence in using them to satisfy the requirements of an assignment or course.
<b>C</b>	<b>63-66</b>	<b>2</b>	
<b>C-</b>	<b>60-62</b>	<b>1.7</b>	
<b>D+</b>	<b>57-59</b>	<b>1.3</b>	<b>Marginal</b> Minimal level of knowledge of concepts and/or techniques; some ability in using them to satisfy the requirements of an assignment or course.
<b>D</b>	<b>53-56</b>	<b>1</b>	
<b>D-</b>	<b>50-52</b>	<b>0.7</b>	
<b>F</b>	<b>0-49</b>	<b>0</b>	<b>Unsatisfactory/Fail</b> Inadequate knowledge of concepts and/or techniques needed to satisfy the learning outcomes of an assignment or course.

**Academic Policy, Planning and Research**  
**Academic Standards, Curriculum & Pedagogy**

**Joint Report to Senate**

**At its meeting of 24 November 2022**

**FOR INFORMATION**

**a. Report of the Joint Sub-Committee on Quality Assurance**

Attached as Appendix A is a report from the Joint Sub-Committee on Quality Assurance which transmits Final Assessment Reports for completed Cyclical Program Reviews.

The parent Senate Committees review the reports from the Sub-committee through a broad principled academic planning lens. APPRC's discussion of the Spring 2022 report noted the challenging circumstances of the Geomatics program in Lassonde and the three language programs in LA&PS, and the concomitant difficulties they may have on the programs' long-term sustainability. The Committee discussed the program reviews with the Vice-Provost Academic (both Lyndon Martin and Alice Pitt, the current and former Vice-Provosts respectively) and it was reassured that a robust review of the Geomatics program had been undertaken, that tangible actions in response have been defined, and are currently being taken up by the Earth and Space Science and Engineering Department and the Dean of Lassonde.

Reflecting on the language program reviews, APPRC expressed concern regarding the future of language instruction as a core element of the humanities at York, and it expressed a desire to see the role of language education captured in key academic plans and strategies, such as the new Strategic Research Plan. The Committee is encouraged that the three language programs in LAPS are responding to the recommendations from the CPRs, and that they are beginning to re-imagine their programming and are poised to work collegially to evolve them. Specifically noted were planned new language certificates aligned with students' career needs and demands.

APPRC expects that the required 18-month Follow-up report will be a good opportunity for the Joint Sub-committee to assess the progress being made on the recommendations in the Implementation Plans of these four programs.

M. Moir, Chair, APPRC / M. Bunch, Chair, ASCP



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

*The Sub-Committee met on 30 May 2022 and submits the following report to the full Committees.*

The following members were present:

Theodore Peridis, Schulich (Chair)  
Mary Helen Armour, Science  
Celia Popovic, Education  
Qiang Zha, Education  
Tom Loebel (Dean of Graduate Studies, ex officio)  
Lyndon Martin (Vice-Provost Academic, ex officio)

Mina Singh, Health, sent regrets. Also present were Cheryl Underhill and Kathryn White, the Sub-Committee's Co-Secretaries, and Julie Parna, Emily Rush and Nina Unantenne from the Office of Vice-Provost Academic.

The Chair extended thanks and appreciation to Professor Popovic whose term was to conclude in June in accordance with the term lengths agreed upon at the March 2022 meeting.

**1. Legislative and Administrative Matters**

- a. Updated York University Quality Assurance Procedures (YUQAP)

Vice-Provost Academic Lyndon Martin provided an update on the status of revisions to YUQAP to satisfy the changes made to the Quality Assurance Framework effective February 2021. The updated YUQAP was submitted to the Ontario Universities Council on Quality Assurance (Quality Council) in April, with feedback pending.

**2. Completed Cyclical Program Reviews (CPRs)**

The Sub-Committee received Final Assessment Reports and Implementation Plans, drafted by the Office of the Vice-Provost Academic, for four CPRs:

## **Joint Sub-committee on Quality Assurance Report to the Full Committees**

1. Earth and Space Science and Engineering, Lassonde School of Engineering (Undergraduate and Graduate)
2. German Studies, Faculty of Liberal Arts & Professional Studies [LA&PS] (Undergraduate)
3. Italian Studies, LA&PS (Undergraduate)
4. Portuguese and Luso-Brazilian Studies, LA&PS (Undergraduate)

The Sub-Committee determined it not necessary to invite members of the programs to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions at the meeting and are appended to this report.

The Sub-committee reflected on the parallel trends observed and recommendations made in the FARs for the German Studies, Italian Studies and Portuguese and Luso-Brazilian Studies programs. Accordingly, the Sub-committee suggests that the three FARs be reviewed and considered concurrently by the Department and the parent committees, and notes that proposals for modifications to these programs are an anticipated outcome of this CPR process.

### **3. Follow-up Reports**

The Sub-Committee received and reviewed the following follow-up report:

- Education, Faculty of Education (Undergraduate and Graduate)

The Sub-committee is satisfied that the program has paid due regard to recommendations arising from the CPR process and is making good progress toward their implementation. However, in view of the recent transition in the Dean of the Faculty, the Sub-committee agreed that the Dean would be given an opportunity to submit supplementary comments.

T. Peridis, Chair

**YORK UNIVERSITY**  
Final Assessment Report

Department of Earth and Space Science and Engineering,  
Lassonde School of Engineering

Undergraduate Programs Lassonde School of Engineering  
Cyclical Program Review – 2013-2019

Earth and Atmospheric Science  
Geomatics Engineering  
Space Engineering

and

Graduate Program in Earth and Space Science  
(MSc, and PhD)

Cyclical Program Review – 2014 to 2019

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

**Program(s) Reviewed:**

BEng (Geomatics Engineering)

BEng (Space Engineering)

BSc (Earth and Atmospheric Science)

MSc, PhD (Earth and Space Science)

Certificate in Meteorology

Certificate in Geographic Information Systems and Remote Sensing

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Christopher Damaren, Professor and Director, Institute for Aerospace Studies, University of Toronto

Dr. Songnian Li, Professor, Geomatic Engineering & Associate Chair, Graduate Studies, Department of Civil Engineering, Ryerson University

Dr. Qiang Zha, Associate Professor, Faculty of Education, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 20, 2018

Self-study submitted to Vice-Provost Academic: December 14, 2020

Date of the Site Visit: May 3-4, 2021

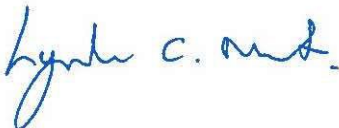
Review Report received: July 5, 2021

Program Response received: August 30, 2021

Dean's Response received: November 2021

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2022

Submitted by Lyndon Martin, Vice-Provost Academic, York University



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



## **SITE VISIT: May 3-4, 2021**

The visit was organized around a set of interviews with the following:

- Lyndon Martin, Vice Provost Academic
- Thomas Loebel, Dean of the Faculty of Graduate Studies
- Jane Goodyer, Dean, Lassonde School of Engineering
- John Moores, Associate Dean of Research and Graduate Studies, Lassonde
- Dan Palermo, Vice Dean, Lassonde
- Jinjun Shan, Chair & Professor of Space Engineering
- Yongsheng Chen, Undergraduate Program Director (EATS); Franz Newland, Undergraduate Program Director (SPACE); Sunil Bisnath, Undergraduate Program Director (GEOMATICS); Mark Gordon, Graduate Program Director; Michael G. Daly, CRESS Director
- Faculty Members, Undergraduate Program (EATS); Faculty Members, Undergraduate Program (Space Engineering); Faculty Members, Undergraduate Program (Geomatics Engineering); Faculty Members of Graduate Program; ESSE Staff Members
- Julie Gustavel, Operations Manager; Almey Tse Soriano, Manager of Graduate Studies; Marcia Gaynor, Graduate Program Assistant; Ian Tomaszewski, Lab Technician; Lalitha Manimurugan, Lab Technician
- Undergraduate Students (EATS); Undergraduate Students (SPACE Engineering); Undergraduate Students (GEOMATICS Engineering); Graduate Students

The following were also consulted: University Libraries: Jack Leong, Associate Dean of Research and Open Scholarship.

## **OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Final Assessment Report and Implementation plan in May 2022. The Implementation Plan was formulated based on the recommendations included in the External Review Report, received in July 2021, and the Program and Decanal responses to the review recommendations. In addition, the Work Plan for the ESSE program, developed in the year preceding the cyclical program review, included specific action items that were incorporated into the Dean's response to the External Review Report. The Dean determined that admission to two streams of the ESSE program should be suspended based on low enrolments allowing the program to focus on the renewal of the atmospheric science stream, as well as other new program options. The Implementation Plan outlines plans for enhancements to the quality of the programs in the Department and the development of new programs with a focus on the student and labour market demand.

Normally a report on the progress of the initiatives undertaken in response to recommendations would be provided in a Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance. However, the Lassonde School of Engineering will launch the cyclical review for all its programs in the Fall of 2023. Significant support will be provided to programs as recommendations from reviews are examined and new self-study documents completed. External review site visits are expected to take place in Fall 2024 or Winter 2025.

While a brief follow-up report on the recommendations will be required for the Department of Earth and Space Science in Fall of 2023, the main report on progress towards the recommendations that have been accepted will be in the self-study, due in Fall 2024 or Winter 2025.

## **PROGRAM DESCRIPTION AND STRENGTHS**

The external review report provides this concise summary of the programs under review: “The Earth and Space Science and Engineering (ESSE) disciplines are multi-disciplinary, with particular focus on three major areas, Atmospheric Science and Meteorology, Geomatics Science and Engineering, and Space Science and Engineering. Specifically, the Earth and Atmospheric Science (EATS) program sets the common objective as producing scientists who can apply skills in experimental and theoretical physics, linear algebra, calculus, differential equations, and statistics to solve problems in Earth and Atmospheric Science. The Geomatics Engineering Program aims to provide world-class geospatial informatics and engineering education in the Geomatics discipline that has substantial growing demand within a wide range of real work environments cross Canada and the world. The Space Engineering Program sets to train engineering students through a program founded on systems integration and instrument design and enable graduating students to tackle global engineering challenges in very harsh environments in order to benefit the whole of our global society in ways that go beyond national boundaries.”

The research-intensive graduate program in Earth and Space Science, according to the reviewers, “stands out to be a global center for interdisciplinary and transdisciplinary scholarship as a program interdisciplinary in design, combining the fields of Geomatics, Atmospheric Science, and Space Science and Engineering. The interactions between these areas of study may well lead to new interdisciplinary areas of research.”

The reviewers noted the objectives in the Geomatics Science stream and the Geomatics Engineering program, as well as the Space Science stream and the Space Engineering program should be more distinct so prospective students are clear about the differences. The reviewers also indicate that more “science” courses are needed rather than “surveying” courses and more “engineering” courses would help differentiate the programs.

The reviewers affirm that the program curriculum and structures support the program learning outcomes. The reviewers comment that the graduate program requirements

are reasonable, in spite of the earlier review that recommended more courses. However, they also note that the course requirements for the PhD are difficult to understand, although thesis requirements are clear and well monitored by the committee structure for both master's and the PhD students. Time-to-completion for graduate programs is somewhat long but not inconsistent with other comparable programs, according to the reviewers.

The reviewers acknowledge the low enrolment in courses offered as part of the various ESSE programs, at both the undergraduate and graduate level. They point to unnecessary repetition of the same material in different courses. In the graduate programs, the reviewers acknowledge the need for a suite of courses, to be offered in every term. Recommendations to alleviate these issues and lessen the burden on individual full-time faculty members were identified in a previous review but have not been fully addressed.

The reviewers commented on the administrative structure of the Department and the faculty complement and make recommendations regarding this. They note that additional staff support would be helpful. The physical resources for the programs are sufficient, with well-equipped laboratories, meeting facilities and student space. The laboratory facilities have been improved since the previous review.

The reviewers note that the plan to maintain the website is crucial as it is the primary mechanism for sharing information with prospective students. They note, "The creation of the proposed YorkU Geospatial Hub is an excellent initiative. This will allow the geomatics faculty to connect with cognate areas across the university, which will lead to increased promotion of the Geomatics Science program."

The ESSE Department members, prior to finalizing the self-study document, had developed a work plan with seven recommendations for major modifications and new programs for growth. The Dean acknowledged this important work done to date and the volume of effort that will be required to make these changes. While the reviewers did not provide detailed recommendations regarding the Department's plans, the Dean, in her response to the reviewer recommendations, has incorporated the Department's plans and action items that are reflected in the Implementation Plan.

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

It is recommended that the department consider offering "500-level courses" that are targeted at final year undergraduates and graduate students. This is a typical approach in many science and engineering curricula and is a quick and efficient way to increase the number of graduate offerings. However, the course requirements need to be well designed to match the learning outcomes of both undergraduate and graduate students.

### Program Response

Most 4<sup>th</sup> year courses in Atmospheric Science and many in Geomatics Engineering are already integrated with graduate courses in ESS, the York terminology for the concept of 500-level courses.

### Dean's Response

The Dean notes that such integrated courses already exist and does not support the development of additional integrated courses at this time.

### Recommendation 2

ESSE should consider finding better synergies between their three major degree programs and between three science streams and offer some courses that target at least two of the three programs/streams.

### Program Response

The department strongly agrees with this recommendation. There are already a number of courses offered to multiple programs within and beyond the department. In particular, courses from Geomatics are shared with Civil Engineering. Space has courses with Mechanical Engineering and Physics and Astronomy, and Atmospheric Science has courses with Environmental Science, Physics and Astronomy, and Physical Geography. Two graduate courses are offered to students from multiple departments. In addition, recent curricular changes have been made so more ESSE courses can be taken by students in multiple streams within the department or even by students in other Lassonde programs.

The plan to transition the EATS program to Climate, Atmosphere and Planetary Science (CAPS) will take advantage of synergies between Atmospheric, Climate and Planetary Science, while the Mechatronics certificate will develop closer synergies between Space and Geomatics Engineering, as well as with Mechanical and Electrical Engineering.

### Dean's Response

The Dean's Office requested a work plan and provided resources to undertake the development of such plans and proposals, to which the program presented ideas for future proposals. The ESSE Work Plan on CPR and Future Academic Plan was approved at the ESSE Department meeting on January 17, 2020.

The Dean acknowledges and appreciates that this has been an identified strategy to find closer synergies across streams, programs, and departments, but unfortunately limited progress has resulted from this work plan and this has still resulted in low enrolments from our students in our programs (although there are some instances with large course enrolments being offered to other programs as service courses).

The Dean is clear that for the Department's undergraduate programs, now is a time for change and renewal and suggests more substantive curricular reform is needed. The

Department is urged to be bold and instead restructure existing programs to create new programs. The Dean supports the plan to develop a major modification of the EATS program, including a name change.

### **Recommendation 3**

Finalize the plan to give ESSE faculty members credit for teaching graduate courses. A typical loading could be two undergraduate half-courses and one graduate half-course.

#### **Program Response**

The program is currently in the process of developing some core graduate courses for the program/disciplines to ensure the enrollments are high enough to justify credit for graduate teaching.

#### **Dean's Response**

The Department needs to re-evaluate its teaching matrix to balance the faculty complement and how teaching credit is awarded. Department faculty members have been able to teach small undergraduate courses at the expense of no credit for graduate courses. This is further evidence that the total undergraduate offerings should be reviewed to enable sustainable enrolments to occur.

### **Recommendation 4**

The Geomatics Engineering program should be better publicized to students in the common first year of the Lassonde engineering programs. This would greatly benefit from the deployment of LSE resources.

#### **Program Response**

The department has been working with LSE recruitment but feels that more extensive action is needed. The department is involved in the Helen Carswell STEAM program since its inception, but further efforts that deploy LSE resources would be beneficial. As a more specialized and perhaps less well-understood program in the faculty, the department has been very active in its promotion efforts (e.g., through a career day and participation in University recruitment efforts.). Providing additional support for the department to advertise the programs to potential applicants, both high school and first year, would be a great help.

#### **Dean's Response**

Over several years, significant effort has been invested to publicize the Geomatics Engineering program to our incoming students and current first-year engineering students. This work has culminated into a standalone recruitment and marketing strategy specifically for recruiting into Geomatics Engineering and Geomatics Science. Significant resources have been invested into this, including hiring a dedicated project manager.

It is of note that approximately 250 first-year engineering students were undeclared majors in Fall 2021 and this is a large pool of students for this program to draw on. However, only 5 students declared Geomatics as a program of choice.

### **Recommendation 5**

The department should proceed with their plans to introduce the mechatronics certificate within the Space Engineering program. This will require additional resources in the form of laboratory equipment and personnel.

#### **Program Response**

The Department has been working on the mechatronics certificate since March 2020 and it is pending approval by Senate for launch in Fall of 2022. In order to be able to implement the mechatronics certificate for space engineering, a request will be made to hire one new faculty member in mechatronics (space mechatronics) in order to offer two new mechatronics courses (one introductory and one advanced) to fulfill the requirement for the mechatronics certificate. This new faculty member can also cover courses in the space engineering program and conduct cutting-edge research in space engineering.

To run the hands-on labs for the mechatronics certificate, the existing lab space will be used, i.e. PSE315 and PSE020. ESSE/Lassonde already has some laboratory equipment that can be used in the certificate. Additional equipment can also be accessed through partner institutions such as Seneca. If needed, a limited amount of equipment may be purchased through the Lassonde Engineering Education Funds (LEEF).

#### **Dean's Response**

The Space Engineering program is to be congratulated for continued efforts in improving their program to meet the needs of industry as well as feedback received from their students. The Dean's Office has expressed general support for a Mechatronics Certificate to be launched as a pilot program offered concurrently with the BEng in Space Engineering program. The Dean's Office has reviewed the NOI and the resources requested to mount a new certificate. Support has been provided for the proposed certificate with suggestions to develop a pan-Faculty certificate offering to which resources would be considered. The faculty complement call for July 1, 2022, has been finalized. The Dean's Office is open to discussions for a new faculty member to be integral to the delivery of the certificate. However, this will be considered as part of the development of the Lassonde pan-Faculty certificate. Based on consultation with the ESSE Department Chair, the current faculty complement is able to deliver the initial pilot of the certificate for Space Engineering students.

## **Recommendation 6**

Although ongoing improvement has been made, experiential learning needs to be strengthened by such means as in-class exercises, course projects, field courses, field trips, and co-op programs for both science and engineering programs.

### **Program Response**

With regards to co-op, there is good take-up of the co-op program in engineering. It is less strong in Earth and Atmospheric Science (EATS), although through USRA/LURA programs and the RAY program, a number of undergraduate students get access to placements in research labs. EATS students also take on internships and part-time employment with The Weather Network, as well as Environment and Climate Change Canada (through the Federal Student Work Experience Program).

There are a number of ESSE courses that provide students with experiential learning opportunities, including ESSE 4050, 4051, 4140, survey courses, etc.

In addition, in Space Engineering, there has been a significant experiential learning pilot through a new summer pilot program that ran in summer 2021, which will run again in Summer 2022.

The Department notes that labs are an important part of the EATS program and although it is a small program, TA support is required.

### **Dean's Response**

Within the broader Lassonde School of Engineering, there are ongoing efforts to expand the breadth and type of experiential learning. The Dean interprets Recommendation 6 as referring specifically to undergraduate programs, although a review of the experiential learning opportunities for graduate programs should also be considered.

Presently a co-operative education (co-op) option is available to students in Engineering and EATS that is available after their second year of study. The co-op option typically consists of two work periods separated by at least one academic term. Upon completion of the program, students receive a co-op designation on their transcript. Lassonde is actively working on new work-integrated learning programs from which there could be potential models for the Department to consider.

The Dean notes that the School has relaxed its teaching assistance (TA) policy and continued to provide TA support for lab courses, irrespective of the low enrollment (e.g., TA support has been provided for courses with less than 10 students).

## **Recommendation 7**

A course-based Master of Engineering (MEng) program is worth considering, especially for the Geomatics Engineering and Space Engineering programs, given that the MEng

program is part of LSE. Such programs are particularly attractive to international students and would help address low graduate course enrolment issues.

#### Program Response

This is of interest to the department. In order to offer a Master of Engineering program, we will need to address the department's capacity for graduate course teaching. Lassonde has recently hired a director looking at Professional Masters and Continuing Education. The Department is happy to continue working to develop such offerings.

#### Dean's Response

A new Master of Engineering (MEng) has indeed been the subject of past discussions and feedback provided to the Department for exploration. The Dean's Office is supportive of developing a new master's degree (MEng or equivalent based on market research) and would be open to understand any resource requests that should come forward with an NOI, that would tie the need for additional resources to the demand and enrollment generated by the new programming. The Dean suggests that the Department widen this recommendation towards reviewing all research graduate programs by re-examining the curriculum more broadly based on trends within the disciplinary context and industry, resulting in clearly defined knowledge domains.

### **Recommendation 8**

There seems to be fewer human resources (administrative personnel, laboratory technicians, faculty member) than are required to adequately staff the undergraduate and graduate programs. The difficulty in offering a proper array of graduate offerings while simultaneously covering the undergraduate teaching requirements is indicative of a need for more faculty members.

#### Program Response

The Department strongly agrees with this recommendation. ESSE is the only department in Lassonde without an Undergraduate Program Assistant (UPA). To support the offering of current academic programs and implementation of our future endeavors (Mechatronics, CAPS and other initiatives), the department requests to have a UPA position for ESSE. In 2018, one faculty position in space engineering was approved but was re-directed to an Engineering Education position to address Lassonde needs in early 2019. Since then, space engineering has lost its expertise in space mechatronics/robotics, a direction the program curriculum wants to focus on and enhance. A faculty member in space mechatronics (robotics) is in urgent need to support the strategic research direction in space mechatronics/robotics, in addition to supporting York's unique space engineering program. As mentioned in Recommendation #5, the department plans to implement the mechatronics certificate, which requires one new faculty member.

The Department also wishes to recruit a new faculty member in climate dynamics and climate change to support the implementation of CAPS (Climate, Atmospheric and Planetary Science), as outlined in Section 8 (Quality Enhancement) of the Self-Study



Report. The department does not have expertise in the area of climate dynamics and climate change so the new faculty member in this area will contribute greatly to the undergraduate and graduate programs, as well as world-class research in atmospheric science.

#### Dean's Response

The Dean's Office has provided support commensurate with student enrollment in courses. Student enrollments have not merited further support; courses with low enrolments are out of proportion with the current faculty complement.

As mentioned above, the faculty complement call for July 1, 2022, has been finalized. The Dean's Office has an obligation to articulate the resources needed to support new programs. At this point, an appropriate balance of new and existing resources will be considered to support our students' success in new undergraduate and graduate programs.

As mentioned in the Dean's response to recommendation #7 from the external reviewers, the Department should re-evaluate their graduate programs for further synergies and efficiencies in instructional workload. This activity could then contribute to the Department's graduate programs profiling their faculty as leading experts in Canada by re-examining the curriculum more broadly based on trends within the disciplinary context and industry more broadly. Furthermore, as aforementioned, the School has relaxed its TA policy and continued to provide TA support for lab courses, irrespective of the low enrollment in many cases. The Dean's Office has provided substantial support to all programs through the Lassonde Educational Equipment Fund (LEEF) and will continue to do so to support our programs and the student experience. Finally, in terms of resources to provide administrative support for the Department's undergraduate programs, a Program Support Assistant (PSA) is being hired.

### **Recommendation 9**

The current scheme of awarding teaching relief to the undergraduate program directors reduces the department's teaching capacity. The teaching relief should be replaced with a monetary stipend or a reasonably increased stipend (in case they have both teaching relief and a monetary stipend already).

#### Program Response

Compensation is governed by the collective agreement. It is a struggle to find faculty for the UPD role, and time is the biggest constraint. The department has instead considered a restructuring to create an Associate Chair position and an undergraduate program committee chair role to ensure the voices of each program are heard.

#### Dean's Response

The Dean is supportive of the administrative reorganization (Associate Chair) proposed by the Department to address Recommendation 9 to replace the current UPD structure. The teaching release and stipend for UPDs at York University are mandated by the collective agreement. However, the current structure of 3 UPDs within ESSE is not

efficient, and the Dean's Office is supportive of ESSE re-examining their administrative structure that would better serve their programs and students. This would reduce the total number of course releases required and would support a more unified departmental approach to curriculum decision-making across the undergraduate programming in the Department.

### **Recommendation 10**

Students should be better represented in academic governance and department planning and decision making.

#### **Program Response**

Graduate student roles are included in the Departmental curriculum committees. Undergraduate and Graduate students participate in the Tenure and Promotion committee. The industry advisory boards in all programs have student club reps and recent alumni, thus capturing student voices.

The Department hosts annual town halls / focus groups with students for getting student opinions and feedback on the curriculum, clubs and other student program issues. Undergraduate and graduate students are routinely invited to a portion of the departmental annual retreat to share their thoughts. A student workload survey was conducted in March 2021 as part of continuous program improvement that captures student's voice.

#### **Dean's Response**

Over the past few years, there has been good representation from ESSE in Faculty-level governance with student representation on and actively participating in committees. It is important to include student engagement at the Department level, consistent with the School's goals and priorities to support the culture of community at both the Department and Faculty levels.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the Department consider offering integrated undergraduate and graduate courses.	Integrated courses already exist. No further action to be taken.	n/a	n/a
2.	That ESSE find better synergies between the three majors and the streams in EATS in the BSc.	A curriculum renewal strategy should be developed and applied to undergraduate programs. Take steps for curriculum renewal through a major modification of the EATS program, including a name change. Admission has been suspended to two streams in EATS, effective December 2021.	UPD and Chair Dean and Vice-Dean responsible for suspension of admission to streams.	Curriculum renewal to be initiated through 2022 and 2023 with plan to launch renewed program options in Fall 2025. Initial action in December 2021
3.	That ESSE faculty members be given credit for teaching graduate courses.	Department to re-evaluate its teaching matrix to balance faculty complement and teaching credit allocations.	Chair	To be aligned with work plan mentioned in response to recommendation 3.
4.	That the undergraduate program in Geomatics Engineering be better publicized as an option for students in the general year.	Recommendation not accepted and the Dean's Office suspension of admission to the BEng Geomatics Engineering program continues based on low uptake.	Dean, Vice-Dean	Suspension effective December 2021
5.	That the Department proceed with development	New Certificate proposal to be developed, as per item 3 in the work plan.	Chair	To be approved for Launch in Fall 2022

	of a Mechatronics Certificate.			
6.	That experiential learning opportunities be strengthened.	Dean to support innovative development is existing and future programs	Dean's Office and Department	ongoing
7.	That a course-based professional MEng program be considered.	Department to evaluate existing graduate program delivery with view to establish a new master's program, Plan for existing graduate programs to submitted to Dean's Office.	Graduate Program Director	April 2022 for NOI for new master's program (anticipated launch in Fall 2025); Plan for existing programs – August 2022
8.	That the staffing levels (administrative and technical) be reviewed.	Ensure balance of new and existing resources to support delivery of new and existing programs. Hire a Program Support Assistant for the Department.	Vice Dean, Lassonde School of Engineering  Operations Manager	November 2021
9.	That compensation for faculty taking on administrative duties be reviewed.	Formal request for Associate Chair position to be developed by ESSE.	Vice Dean, Lassonde and Chair, ESSE Faculty Relations, York University	January 2022
10.	That students be better represented in academic governance and department planning.	ESSE to review committee structures to ensure appropriate student representation and make recommendations to the Dean's Office.	Chair	February 2022

11	That the Departmental Work Plan and Dean's responses to the recommendations included therein be fully explored.	In addition to the reviewer recommendations, various working groups and academic leads to enact the relevant recommendations from the Departmental Work Plan.	Dean, Vice-Dean, Chair ESSE, working group members	Renewed and new programs to launch Fall 2025, subject to appropriate approvals.
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**YORK UNIVERSITY**  
Final Assessment Report

**German Studies**  
**BA, iBA**

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2012 to 2020**

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

**Program(s) Reviewed:**

German Studies, BA and IBA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Charlotte Schallié, Chair/Professor, German Studies, Department of Germanic and Slavic Studies, University of Victoria, Victoria, BC, Canada

Dr. Markus Biehl, Professor, Management Science Specialization, Schulich School of Business, York University, Toronto, Canada

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 2019

Self-study submitted to Vice-Provost Academic: April 2021

Date of the Site Visit: June 21-22, 2021

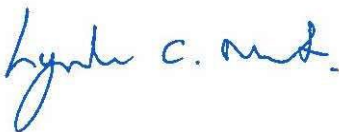
Review Report received: July 2021

Program Response received: October 2021

Dean's Response received: April 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2022.

Submitted by Lyndon Martin, Vice-Provost Academic, York University



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

**SITE VISIT: June 21-22, 2021**

The visit was organized around a set of interviews, held via Zoom, that included Lyndon Martin, Vice Provost Academic; JJ McMurtry, Dean of the Faculty of Liberal Arts and Professional Studies; Sean Kheraj, Associate Dean, Programs, and Anita Lam, Associate Dean, Teaching and Learning.

In addition, the reviewers met with Maria Joao Dodman, Chair of the Department of Languages, Literatures and Linguistics; Ahouva Shulman, Undergraduate Program Director; Gabriele Mueller, Coordinator, German Section; and Christina Kraenzle, faculty member.

The following York University librarians were also consulted: Jack Leong (AD, Research & Open Scholarship) and Patti Ryan (Content Development and Analysis Department).

**OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due in December 2023, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The German Undergraduate Program at York came into existence in 1960. In 1995, it was changed into the German Studies Undergraduate Program to reflect the interdisciplinary nature of the curriculum and more contemporary approaches to the field. Currently, the German Studies Program is an interdisciplinary program that offers an Honours BA, an Honours International BA, as well as a Certificate of Language Proficiency in German.

The reviewers noted, “The German Studies curriculum at York University reflects the current state of the discipline as it is actively committed to decolonizing the curriculum.”

Based on the previous external review in 2012, the program added two General Education courses and the reviewers noted that these are extremely popular with undergraduate students. They noted that “GER 1790: Nationalism, Authority and Resistance: Perspectives on German Culture and Society is a timely and important addition providing students with critical tools and skillsets to engage with today’s



divisive and partisan political environment.” The reviewers noted that all feasible recommendations from that review had been implemented.

The reviewers noted that the two full-time tenured professors are top-tier scholars actively engaged in research and they plan and coordinate all course offerings.

The reviewers made note of the positive and enthusiastic feedback from students and that retention rates have improved due to the “excellent pedagogical approaches used and the instructors’ caring attitudes.” The reviewers did note that the final year experience is sometime compromised by the lack of available courses. The reviewers noted, “the GEST program is tenuously staffed and therefore exposed to significant risk” because of the small number of tenured faculty members and the focus on counting majors as opposed to course enrolments. However, the reviewers state, “The lack of student interest in a German Studies degree is symptomatic of a larger trend in North America.”

The reviewers recommend support for possibility of a new interdisciplinary degree program in culture and media studies and note that this major undertaking will need resources “for it to be successfully conceptualized and implemented.” They conclude, “Striving to work outside ethno-national contexts—while co-developing a unified academic vision—should be a core initiative of this new and innovative pan-departmental program structure.”

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

The reviewers recommend creating additional experiential learning components through community service, internship placements (work study or co-op placements), practicum components or study abroad options that could be integrated into the existing curriculum structure.

#### **Program Response**

German Studies currently has two approved summer study abroad courses. Due to the Covid-19 pandemic, the summer 2020 offering was cancelled. Once international travel is normalized, we will consider offering these courses again. It must be noted, however, that regular overload summer teaching is only sustainable when there are more than two faculty members to share this burden. Given the many concerns related to international travel (e.g., the current pandemic, cost, climate change) the program is exploring other ways to create globally-networked virtual components for our existing courses in order to offer accessible and environmentally responsible international experiences (see Recommendation 2).

The program is somewhat skeptical about the idea of internships or practica, having pursued this idea in our roles at the Canadian Centre for German and European

Studies, a former York ORU. These types of partnerships require constant nurturing at the institutional (not just program or departmental) level.

#### Dean's Response

The Office of the Dean of LA&PS appreciates the recommendation from the reviewers, but also understands the resource constraints on these kinds of initiatives given the limited faculty complement in German Studies. Virtual international experiences and a resumption of existing Study Abroad courses are both good ideas worth pursuing when resources are available. The expansion of work-integrated learning and experiential education opportunities are also sensible and worthwhile efforts, but given resource constraints and limited enrolments in existing German Studies courses, this may not be feasible to pursue at this time. Given limited resources, the program should focus on initiatives that will bolster enrolments and draw more students to major in German Studies.

#### **Recommendation 2**

The program is encouraged to seek collaborations with other German departments across Canada through online courses or hybrid courses (e.g., GER 3989: Germany and the Global Imaginary is a fantastic example).

#### Program Response

The program is currently in discussion with 4 Canadian university partners to create a consortium for third-year language courses that would be delivered through a combination of asynchronous and synchronous teaching and learning, using a flipped classroom approach. The proposed courses will have various experiential learning components, including virtual site visits, guest lectures and tours, and tandem partners. There is the potential to partner with a German university (e.g., Uni-Kassel) to establish globally networked learning. We have submitted a tentative proposal to the AD Programs and look forward to further discussions.

#### Dean's Response

Consortium teaching can involve complicated arrangements and agreements among participating institutions that may not be feasible within existing resource constraints. Were the Faculty to pursue such efforts, it would be best to operate within existing protocols for inter-institutional teaching via letters of permission. Such arrangements could potentially help with under-enrolled courses in GEST by pooling enrolments from multiple institutions, but the focus of new efforts should remain on initiatives to attract more majors to the program.

#### **Recommendation 3**

The reviewers strongly recommend that the program consider the implementation of micro-credentials with e-learning options, including developing a proficiency certificate in Global Languages and Cultures (to be completed in one year).

#### Program Response

The program supports DLLL's initiative to create a proficiency certificate in Global Languages and Cultures and looks forward to contributing credit options towards this credential.

#### Dean's Response

The Office of the Dean of LA&PS continues to support the initiative to develop a certificate in Global Languages and Cultures. Additionally, this recommendation from the reviewers is also a welcome call to consider offering more of our language courses in online delivery modes, as we have been doing since the onset of the COVID-19 pandemic.

#### **Recommendation 4**

The reviewers recommend piloting a third section of GER 1000, perhaps offered virtually. A lack of first-year language courses creates a difficult pathway for securing adequate enrolment in higher-level language courses.

#### Program Response

The program is interested in developing an online option in addition to the two current on-campus offerings. However, the development of quality online offerings is labour intensive and would require a commitment that the course would actually be offered.

#### Dean's Response

The Dean's Office agrees that expanding online course offerings in language programs is an important strategy for expanding access to language learning and bolstering course enrolments. The Office supports the development of an online version of GER 1000 and expects that the program has made significant progress in this work over the past two years that the course has already been offered online during the COVID-19 pandemic.

#### **Recommendation 5**

The reviewers recommend providing the two full-time faculty members with a much more robust support network (beyond the excellent resources being made available by library staff, UIT and the Teaching Commons). The creation of a pan-DLLL major (with a new departmental infrastructure) has the potential to enable this and provide points of connection within the individual programs and areas of research expertise.

#### Program Response

German Studies has always incorporated cross-disciplinary perspectives and teaching into its curriculum and welcomes opportunities to work in more transnational and interdisciplinary frameworks. The program has always supported a pan-DLLL major; however, this will require the support of all other relevant stakeholders.

#### Dean's Response

The Dean's Office continues to support the German Studies program with additional staff support beyond the central services. These supports include the

eServices Office, Experiential Education staff, curriculum development staff, and instructional designers.

**Recommendation 6**

In order to avoid 'extra-to-load' teaching assignments for the two faculty members, the reviewers recommend that under enrolled upper-level language courses are permitted to run, or some other mechanism be found that would recognize the faculty members' workloads stemming from individual study courses.

**Program Response**

The program supports this recommendation and furthermore highlights the reviewers' observations that combined enrolments in German Studies courses are very robust; through alternative accounting structures, combined enrolment could compensate for slightly under-enrolled courses. The program also notes that upper-level language courses are a concern not only for German Studies program students, but students across the university who are seeking language certificates or whose programs include language requirements such as the iBA, a degree option that has been promoted by the university.

**Dean's Response**

The Dean's Office is responsible for managing the financial resources of the Faculty. This work includes normal enrolment management processes to ensure that we are using Faculty resources most appropriately and efficiently. To facilitate this work (and upon the regular recommendation of university auditors) the Faculty maintains an enrolment threshold to ensure reasonable course fill rates. This threshold allows the Faculty to meet obligations to responsibly manage the financial resources of the Faculty and to ensure some degree of workload equity among many different programs.

The Faculty already regularly offers under-enrolled language courses in several programs to meet program requirements and to ensure student degree progress. This approach, however, is ultimately unsustainable and cannot continue in perpetuity. Therefore, planning to continue to offer courses with structural low enrolments is not an option. Instead, the Faculty seek to increase enrolments in all of our language programs and attract more students to choose language majors.

**Recommendation 7**

The reviewers recommend that German Studies, along with other programs within DLLL work towards the development of a pan-departmental program in world cultures and languages.

**Program Response**

German Studies supports the idea of a pan-DLLL program and has been involved in the preliminary discussions from the outset.

**Dean's Response**

The Dean's Office agrees that there is potential in the development of a pan-departmental program in world cultures and languages. Other institutions, such as Simon Fraser University, have taken this approach to language programming with some success. We believe the department should continue to explore this option, but begin with the development of a certificate (as we suggest in Recommendation 3 above)

**Recommendation 8**

The Reviewers recommend that the Department of Languages, Literatures and Linguistics (including the German Studies program), work collaboratively with the Dean's Office, on restructuring efforts.

**Program Response**

The German Studies program has supported the idea of a pan-DLLL program since it was first proposed some years ago and looks forward to progress on this front.

**Dean's Response**

The Dean's Office will continue to work with academic leaders in the Department of Languages, Literatures, and Linguistics on the structure and future of our language programs, including German Studies. Declining enrolments continue to be a serious concern and risk for these programs as we face program viability challenges ahead. The expansion of e-Learning options and the development of programming in world languages and cultures are initiatives with strong potential for reinvigorating enrolments and student interest in language learning.

**Recommendation 9**

The Reviewers support the recommendation from the previous cyclical review that the program be allowed to hire one more Teaching Stream colleague, to enable program innovation, including the development of a pan-DLLL major.

**Program Response**

The program supports this recommendation and will continue to request a Teaching Stream appointment in future hiring cycles.

**Dean's Response**

Decision-making concerning the hiring of new faculty should continue to operate via the ordinary faculty complement planning process.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That additional experiential learning components be integrated into the curriculum.	The German Studies program should seek to offer its existing Study Abroad courses when feasible. The program coordinator should consult with the Faculty's Associate Director, Experiential Education for further information on the internship program and how to promote it among students in German Studies.	GEST program coordinator; Associate Director, Experiential Education	No specific timeline.
2.	That the program seek to collaborate with other German departments across Canada.	German Studies should continue discussions with the Associate Dean, Programs concerning consortium teaching within the existing protocols for inter-institutional teaching via letters of permission.	GEST program coordinator; Chair, DLLL; Associate Dean, Programs	No specific timeline.
3.	That the program consider e-learning micro-credentials, including a one-year proficiency certificate in Global Languages and Cultures	The Department of Languages, Literatures, and Linguistics (DLLL) should continue with its work to develop a new certificate in Global Languages and Cultures.	Chair, DLLL; Associate Dean, Programs; Associate Director, Faculty Curriculum	December 2022: DLLL to submit proposal for a new certificate in Global Languages and Cultures to the

		The German Studies program should consider continuing to offer online sections of its courses to help expand access to language learning		Faculty curriculum committee for review.
4.	That a third section of GER 1000 be offered.	The German Studies program should continue development of an online version of GER 1000. The Chair should consult with the Associate Dean, Programs and LA&PS Director of Strategic Enrolment Management regarding course planning for GER 1000 regarding the possibility of an additional online section in the next academic year.	Chair DLLL; German Studies program coordinator; Associate Dean, Programs; LA&PS Director of Strategic Enrolment Management	Fall 2022: Consultations regarding course planning for GER 1000.  December 2022: Program finalizes plans for online section of GER 1000
5.	That the two full-time faculty members be provided a robust support network.	Continue support of the eServices Office, Experiential Education staff, curriculum development staff, and instructional designers.	Program and staff supports identified in the action item.	Ongoing
6.	Seek out mechanisms to avoid individual study courses.	Recruitment initiatives for language majors to continue. Although not sustainable in the long run, low-enrolment required courses are already offered to ensure student degree progress.	No specific action required.	Ongoing
7.	That German Studies work with other programs in the department on a pan-department program in world cultures and	See Recommendation 3 regarding the Certificate in Global Languages and Cultures.	Chair, DLLL; Associate Dean, Programs; Associate Director, Faculty Curriculum	December 2022: DLL to submit proposal for a new certificate in Global Languages and Cultures to the

	languages.			Faculty curriculum committee for review.
8.	That German Studies work collaboratively with the Dean's Office on restructuring efforts.	See above recommendations related to e-learning and a new certificate option.	See above.	See above.
9.	That one more Teaching Stream appointment be authorized.	The unit should develop its faculty complement plan and hiring request through regular channels.	Program lead, Chair, DLLL, Associate Dean Faculty Affairs.	Ongoing



**YORK UNIVERSITY**  
Final Assessment Report

**Italian Studies, Undergraduate Program  
BA, iBA**

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2012 to 2020**

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

**Program(s) Reviewed:**

Italian Studies, BA and IBA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Norma Bouchard, Dean, College of Arts and Sciences, Drexel University, Philadelphia, USA

Dr. Norma Sue Fisher-Stitt, Professor, Department of Dance, School of Arts, Performance and Design, York University, Toronto, Canada

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: April 19, 2021

Date of the Site Visit: June 9, 2021

Review Report received: June 30, 2021

Program Response received: August 2021

Dean's Response received: September 2021

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2022.

Submitted by Lyndon Martin, Vice-Provost Academic, York University



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

**SITE VISIT: June 9, 2021**

The visit began with a meeting with Lyndon Martin, Vice Provost Academic. Meetings followed with JJ McMurtry, Dean of the Faculty of Liberal Arts and Professional Studies; Sean Keraj, Associate Dean, Programs; and Anita Lam, Associate Dean, Teaching and Learning. Meetings with members of the Department of Languages and Literatures included Maria Joao Dodman, Chair of the Program; Ahouva Shulman, Undergraduate Program Director; John Picchione, Coordinator Italian Section. Meetings were also held with the following groups: full-time faculty of the Italian Section, part-time faculty members, and undergraduate students. The following individuals from the University Libraries were also consulted: Jack Leong (AD, Research & Open Scholarship), Patti Ryan (Content Development and Analysis Department) and Peggy Warren (Student Learning & Academic Success Department).

**OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due in December 2023, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The Italian Section of the Department of Languages, Literatures and Linguistics began offering a Major and a Minor program in 1977. In 1982, an Italian linguistics component was added and a Specialized Honours program was established. In 1981, it pioneered York's study abroad option with the Summer Studies in Italy, a six-week program in Florence and Rome, comprised of courses in language, literature, and culture.

The reviewers noted that, "Library resources and in-course supports for the Section are well established, including texts, e-books, digital materials, and films/videos required for Italian cinema courses. York University is involved in the Italian-Canadian Archives Project; this affiliation offers potential research opportunities for upper level Italian Studies students. "

The decline in enrolments over the past 10 years, driven primarily by societal factors beyond the control of the Department, there is now, as described by the reviewers, ".....a discrepancy between the description of the program curriculum and structure and the reality of courses offered. ....the Italian Studies Program now comprises 10

courses. Of these 10 courses, 4 are offerings in basic language”. As a result, students wishing to major in Italian studies find it challenging to find enough courses to complete the degree. Furthermore, students pursuing Italian Studies are often taking courses with students taking courses to satisfy General Education requirements.

The reviewers provide numerous suggestions for the enhancement of the curriculum given the current situation, comments on the importance of the study abroad option. Finally, although out of scope for this exercise, the reviewers have specific recommendations about how the program could be resourced.

The Dean of the Faculty of Liberal Arts and Professional Studies, in his reply to the reviewer recommendations and program responses, asks that the program focus on a digital learning strategy and actively contribute to departmental initiatives for programs in global languages and culture.

## **Recommendations and Responses from the Program and the Dean**

### **Recommendation 1: Curricular Innovations**

#### **Recommendation 1a)**

It is recommended that Italian Studies courses be made more accessible to non-majors through the expansion of General Education courses and the introduction of new direct-entry certificates and micro-credentials (for example, applied Italian for specific environments; Italian for the professions; etcetera).

#### **Program Response**

The Department has made efforts recently to adapt their courses (culture, literature, language, and linguistics) to non-majors.

- Culture courses: The program’s culture courses are already accessible to non-majors. They are cross-listed with the humanities and are offered in English.
- Literature Courses: In the past, 3rd and 4th year literature courses were taught in Italian and were open to students who have completed, at least, IT2000 Intermediate Italian. The program intends to redesign literature courses for broader access, to pursue thematic rather than genre approaches, and to teach them in English.
- Language Courses: A review was undertaken of the language courses and major changes have been implemented effective September 2021. The new language program is designed with decisive alignment between course learning outcomes, program learning objectives, and assessment methodologies. The transition will be implemented in two phases: the new curricula are adopted for September 2021 for first- and second-year level courses, while the third-year level will transition the following year.

•Linguistics Courses: The program has been offering only one 3-credit linguistics course, IT2100 Introduction to Italian Linguistics, which is required for the major and will be open to non-majors as of Winter 2022. In the new design, the course will accompany the study of Italian as a foreign language, focusing on principles of education rather than theoretical linguistics.

Italian Studies finds the proposal of micro-credentials extremely appealing. Once a structure for such credentials is finalized, Italian Studies will strive to create options that will appeal to the modern learner.

#### Dean's Response

The Dean's Office is appreciative of the program's initial response to this recommendation; however, there are several reasons why the Office does not support the undertaking of a broad curricular renewal now. These limitations apply here and to the reviewer recommendations that follow, as well.

First, as is noted by the reviewers and the program, the faculty complement for Italian Studies is small. Course delivery relies on one CLA and part-time instructors who are not eligible within the collegial governance framework to make curriculum proposals.

Second, the number of majors has continued to decline over the last decade and this decline means that the Faculty cannot commit to hiring new tenure-track faculty to rebuild the program at this time. The Dean's Office recognizes the difficulty of achieving significant program redesign while continuing the teaching and research responsibilities of faculty members.

Perhaps DLLL could examine its structure to see if there are not administrative efficiencies which could be gained by restructuring.

#### **Recommendation 1. b.**

It is recommended that General Education courses be redesigned for larger enrolments, with appropriate support for graders, teaching assistants, etc.

#### Program Response

Italian General Education courses are very popular and currently attract an average of 250 students every year. The program would like to open more tutorials to accommodate larger enrolments.

However, Italian Studies does not endorse structuring these courses with support of graders and teaching assistants. Since Italian Studies does not have a graduate program, it would be difficult to recruit specialized teaching assistants. The courses are designed to develop the student's critical thinking, research and academic skills. Therefore, facilitating tutorials and providing corrective feedback when grading, are important aspects of the learning experience and, in our opinion, must be carried out by qualified specialized course directors.

#### Dean's Response

The Dean's Office supports the concern of the program about recruiting qualified instructors and TAs to support the expansion of the general education courses.

**Recommendation 1. c.**

It is recommended that double majors be vigorously promoted. Possibilities include double majors with criminology, history, politics, equity studies, art history, and other cognate disciplines in the Faculty.

**Program Response**

This has always been the endeavor of the program. A rapport has been developed with students from the iBBA, Environmental Studies, and Education. The program has been promoting itself and its courses broadly, on departmental and university-wide social media, as well as among the various student associations' digital platforms. By increasing the number of students pursuing the Certificate of Language Proficiency in Italian, we attract students from other disciplines. These are recent endeavors and will require time to deliver fruitful outcome.

An additional project, under development, is to create cross-listed courses with some of these programs. With the right resources courses can be designed as a first step in creating double majors to a broader community of students.

**Dean's Response**

The Dean's Office agrees with the spirit of this recommendation but suggests caution and measured expectations. Very few students at York (fewer than five percent) opt to complete degree combinations of any kind. Of that small number, double majors are of the least popular degree combination. This may have to do with some double majors being less visible to prospective students as an option during recruitment, but its lack of popularity will not be resolved by a more aggressive marketing strategy. Italian Studies is far from being alone with the problem of declining majors, which is a growing problem in language and area studies as well as within the liberal arts as a whole. The significance of this fact—and the central contribution that these curricula offer to university education and culture—highlight the critical importance that resources be focused on targeted, evidence-based strategies.

**Recommendation 1. d.**

It is recommended that courses offering experiential education opportunities be developed at the third and fourth year levels. Links with the Canadian-Italian community have the potential to provide community placement sites; the Italian-Canadian Archives Project offers research opportunities. Students can be informed of the type of EE offered in a course by specifically referencing if the course includes classroom, community, or workplace opportunities as explained on the YU Experience Hub web site.

**Program Response**

A design of a third/fourth year level experiential experience (EE) is underway. The program intends to propose this as a cornerstone, a more convenient fast-track alternative to majors. This could eventually be altered to fit into a micro-credential

structure.

The program has been working on an international internship in translation, in collaboration with an Italian magazine. Preliminary policies of internship have been drafted by the magazine to accommodate students.

#### Dean's Response

The Dean's Office agrees with the spirit of this recommendation and the program's response. At the same time, the development, delivery, and maintenance of high-quality experiential learning opportunities in courses is resource-heavy and beyond the scope of what the Faculty can support in terms of immediate next steps for Italian Studies.

#### **Recommendation 1. e.**

It is recommended that online language course offerings be expanded and that an eLearning strategy be developed. Some online courses might be designed and/or bundled as micro-credentials and/or stackables targeted to meet the needs of non-degree learners.

#### Program Response

The program is implementing this strategy, in part, in 2021-22. The intent is to offer more blended courses and courses with different methods of delivery. In fall of 2021 one of the most popular courses will be offered in a blended structure. IT1751 Great Ideas and Masterworks is already a general education course, open to non-majors. It attracts around 100 students every year. This robust student interest is evidence of the success of the model.

There is a plan to extend the blended model to other large courses, such as IT1761 Italian Cinema.

As for the Italian language courses, and especially for the multi-section IT1000, the program proposes continuing with different methods of delivery, online and in-person, beyond COVID-19. The students are responding well to the online delivery of language courses. This course attracts an average of 120 students in fall/winter and 90 in summer, and the online sections reach maximum enrollment much sooner than the in-person ones.

#### Dean's Response

The Dean's Office supports this recommendation and is appreciative of the coordinator and instructors' ingenuity in adapting their teaching in the extraordinary circumstances of the pandemic. The Dean's Office hopes that some of this work further contributes to the development of a digital learning strategy for courses in the program over the longer term and beyond the context specific to Covid-19 adaptation.

#### **Recommendation 1. f.**

It is recommended that Italian Studies, together with other DLLL Sections, explore the possibility of establishing a new program in Global Languages and Culture.

The reviewers note that the issues facing Italian Studies are not confined to a single section but affect all language programs in DLL, some even more than Italian Studies which, despite many challenges, remains the second most popular major in the Department. There is a pressing need for a departmental strategy to revamp Italian Studies alongside all language-based majors. This strategy might imply the creation of a couple of “Introduction to Global Studies” courses at the 1000 level and a cluster of offerings for majors taught in English that leverage current areas of expertise in the department and the College and align with some of the Strategic Priorities of the university. The reviewers also suggest exploring how to leverage the International BA, depending on how popular it is and how it would be distinct from a Global Studies Program.

#### Program Response

Italian Studies is very excited to collaborate with DLLL in designing the Italian component of a new program in Global Languages and Culture.

#### Dean’s Response

The Dean’s Office has previously expressed its support for the development of a global languages and culture certificate in D-LLL that would establish some integrated support for the various sections within the department around how to recruit and retain students. The department submitted its NOI for this initiative in spring 2021 and has received formal expressions of support from the Dean’s Office and the Provost to develop a full proposal.

### **Recommendation 2: Curricular Update**

#### **Recommendation 2. a.**

A delisting of all courses that are not offered and an updated catalogue to reflect current offerings should be a priority.

#### Program Response

Delisting of courses has already begun last year, and many courses have been eliminated from the catalogue. Further delisting is certainly in order. Existing courses that reflect a more culturalist orientation will be offered in English.

With the long-anticipated return to the study abroad program, in Italy, courses will be proposed that would attract students from different disciplines. An idea under consideration is to create cross-listed courses with Humanities, where themes rather than authors or literary genres inform the course content.

#### Dean’s Response

The Dean’s Office supports the effort to ensure the calendar entry is accurate and current. It is noted that the section submitted two curricular proposals in 2020-21, which have both been approved for implementation in 2022, to delist and retire inactive courses. The Dean’s Office further supports the submission of another proposal to deal with any remaining or newly expired courses that are no longer part of the curriculum.



The curriculum staff can assist with the development of any further proposals that support the maintenance of the Academic Calendar.

**Recommendation 2. b.**

Literature based courses centered on canonical authors, periods, and genres should be carefully evaluated for delisting or redesigned for a more 'culturalist' orientation.

**Program Response**

Literature offerings centered on canonical authors, such as Dante, Boccaccio, Verga, Pirandello, and Calvino are fundamental to any program of Italian studies. However, Italian Studies recognizes the challenge of offering such specialized courses to non-majors. The program proposes, with the appropriate resources, to create new courses with a cultural, social, or historical lens that can interest and cater to non-major students. Such courses will be taught in English and will adopt a thematic rather than author focus. Themes may include love, self and cultural identities, youth, sexuality, the journey, myth, heroes, demons...

**Dean's Response**

The redesign of literature courses is outside the scope of our resource planning for Italian Studies. If there are literature courses that are no longer being taught, we would support the move to delist them from the Academic Calendar. Such a move should consider any effects of delisting, such as in cases where a lapsed course is part of the degree requirements. If the program coordinator identifies lapsed courses that are required in the degree, a reactivation proposal may be made to ensure there is an active version of the course available for offering.

**Recommendation 3: Study Abroad**

The Study Abroad program merits re-examination, with the goal of offering courses and experiential education placements of various durations in a variety of formats and locations. Given the size of the current faculty, the evolution of Study Abroad across Higher Education, it is strongly recommended that the option of 3rd party providers be explored with the goal of enabling all students of Italian Studies to spend some time in Italy. To increase participation, barriers should be removed, including the requirement of some level of language proficiency for participation.

**Program Response**

The Italian Studies program has never abandoned its enthusiasm for the study abroad program. The program is very excited that the reviewers support the desire to offer again the study abroad program for all students, reducing the barriers of language requirements. With the right resources, the program will undertake to re-establish partnerships with Italian universities and revamp the program.

**Dean's Response**

The Dean's Office has revitalized the LA&PS Study Abroad initiative; however, courses proposed for Study Abroad in summer 2022 are required to be taught by full-time faculty and planned for offering based on resources. The directive at this time is to focus on the development of a digital learning strategy for language courses.

## **Recommendation 4**

### **Recommendation 4.a. Resources-Short-term**

In order to implement the recommended curricular innovations, additional faculty resources in Italian Studies will be required, with a short- and long-term hiring strategy:

Consider extending the current CLA position for at least one additional year and hiring a second CLA for two years with the mandate of expanding General Education courses, electives, certificates, and micro-credentials.

#### **Program Response**

Italian Studies finds a major contradiction in the recommendations proposed by the reviewers. While stressing the urgent need for promotions, recruitment efforts, building local community partnerships, designing EE courses, revamping the study abroad program, and redesign program degrees & courses, the reviewers do not make the necessary recommendations for resources to enable such enhancements. The situation of Italian studies cannot be sustained with short-term solutions. Extending CLA or adding another CLA is insufficient and unrealistic venue to achieve the desired recommendations.

Contrary to the reviewers' observation, no hiring took place in Italian Studies between the previous review and the current one. Furthermore, as it can be ascertained by the Faculty's records, six members are no longer with the program. With the exception of one member, they are retired, deceased, or left York.

#### **Dean's Response**

The resource constraints for full complement renewal in Italian Studies have already been stated.

### **Recommendation 4.b. Resources – Long-term**

In order to implement the recommended curricular innovations, additional faculty resources in Italian Studies will be required, with a short- and long-term hiring strategy:

Any future tenure stream appointment in Italian Studies should be contingent on increased enrolments and the achievement of some intermediary milestones. It is recommended that a future tenure stream hire be a late Assistant Professor/Early Associate with a robust service record and proven experience in administration and curricular innovation. Because of the location of Italian Studies in the DLLL, such hire could also be a multi-lingual scholar, with competency in more than one language and culture areas to facilitate cross-section collaboration.

#### **Program Response**

The long-term plans, as mentioned in the recommendation, reiterates that any

future tenure stream appointment in Italian Studies should be contingent on increased enrollment and the achievement of some intermediary milestones.

Italian Studies needs permanent faculty members who can devote time to design multiple-phase plans, monitor their realistic validity, make the necessary long-term modifications along the way, and bring them to fruition.

In relation to the above recommendation, the detailed reviewers' report has made a specific suggestion that was not included above, in this document. The reviewers proposed the incorporation of Letters of Permission with another institution to allow our students to complete our degree requirements. It is the Italian Studies program's opinion not to explore this venue as it countermands the endeavor of developing and establishing our program. This would be a declaration of failure on our part to offer and grant our degrees. Not only the Italian Studies, but the department, DLLL, discourages such letters of permission.

#### Dean's Response

The Dean's Office accepts the reviewers' premise that full-time hiring must depend on increased enrolment and majors. The Dean's Office understands the coordinator's frustration about the lack of resources to carry out the full spectrum of recommended initiatives and that is why the Dean's Office asks that the section focus on one initiative that is likely to make the biggest impact to start.

#### **Recommendation 5.a. Marketing/Communication**

Italian Studies should engage in a robust marketing and communication strategy to attract new students and articulate to internal and external constituencies its value proposition. These efforts could include revamping the website, organizing minor/major fairs, publishing a newsletter, featuring alumni stories, liaising with the university's enrolment and recruitment teams, etc.

#### Program Response

The department website has been recently re-constructed. The information is now aligned, clear and accessible to the students. Summer and fall courses were advertised through departmental and student associations' social media platforms and have been involved in a recruitment video with Communication.

As a result of active promotions, in Summer 2021, for the first time, there are three full summer sections of the elementary level. A second section of the intermediate Italian will be offered, a course which for many years has only had one section. The interest in Italian Studies courses is strong and the endeavor in promotion and recruitments is paying off.

The program has organized minor/major fairs, publishing a newsletter, featuring alumni stories, liaising with the university's enrolment and recruitment teams, etcetera. The program requires the resources for the people who can do that. The proposed activities can only be carried out by full time faculty members. Italian Studies is in desperate need for faculty resources.

#### Dean's Response

The Dean's Office encourages the program coordinator to actively participate in Faculty recruitment initiatives (open houses, universities fair, online recruitment) and continue to promote the program and its courses to prospective students. The Faculty has already recently revised all program websites including Italian Studies. We concur that additional marketing efforts may be beyond the available program resources.

#### **Recommendation 5.b. Institutional Advancement**

The Reviewers heard and read about the untapped potential that exists with the large Italian Canadian community. They recommend exploring advancement and development opportunities with the central Office of Institutional Advancement and begin engaging this community. Possibilities could include elevating routine lectures to marquis events, establishing an advisory board of Italian-Canadian community leaders, engaging alumni, outreach to Foundations, etcetera.

#### Program Response

Efforts are underway and have only been hindered by the current lockdown and the lack of faculty members to administer and attend to such relationships. The program would love to explore advancement and development opportunities with the central Office of Institutional Advancement and begin engaging this community, such as those suggested by the reviewers. The program needs permanent faculty to pursue these endeavors.

#### Dean's Response

The Dean's Office appreciates this recommendation and accepts the program's point that full time faculty play an important role in establishing and maintaining ties with donors, external partners, and community organizations. Over the long term, it may be deleterious to try to establish or promote these relationships if we cannot sustain them.

#### **Recommendation 6: Climate and Morale**

While some of the past challenges with climate and morale might no longer be present, it is essential for Italian Studies to rebuild community, forge a common vision and purpose. The reviewers recommend regular formal and informal meetings with part-time and full-time faculty, beyond the meetings with the DLLL.

#### Program Response

The reviewers refer to the previous lack of unity, collegiality, and sense of common goal of the section. Luckily, this is no longer the case; the current team is collaborative, collegial, and united over the urgent need to review the program and take the necessary step to redesign it.

The present morale challenges are of a different nature and are generated by two general circumstances: the impact of the limited course offerings, which prevents the program from projecting confidence in their ability to grant majors, and the lack of the necessary resources, of permanent faculty members who can carry out the required

enhancements.

Just as much as recommendations are being made for enhancement, desperately needed recommendations must be made for faculty hiring in Italian Studies. Italian Studies is the only program without a permanent faculty at DLLL, and probably at LA&PS. Two permanent faculty members are desperately needed if we were to achieve any enhancement, not to mention the long list of necessary recommendations made in this report.

#### Dean's Response

The Dean's Office is pleased that the program's response indicates problems with culture and morale are no longer an issue. The Dean's Office notes the program's position that full-time hires are needed before the program can be revitalized; however, this is not the approach that LA&PS takes to resource planning.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.a	That Italian Studies courses be made more accessible to non-majors.	The program coordinator should be the lead proponent on one, focused initiative—the development of online and blended versions of key courses alongside a digital learning strategy for the teaching of those courses.	Program Coordinator, Chair, UPD, Offices of the Associate Dean Teaching & Learning and Associate Dean Programs. The Teaching Commons, as needed.	The Digital Learning Strategy should be developed in Fall of 2022 with supporting activities completed so this can take effect for Fall 2023
1.b	That General Education courses be redesigned for larger enrolments.	No Action to be taken. The Dean and the Program are concerned about the recruitment of qualified instructors and TA to support such an initiative.	n/a	n/a
1.c	That double majors be vigorously promoted.	No Action to be taken other than that outlined in 1.a of this plan.	See 1.a	See 1.a
1.d	That experiential education opportunities be developed at the third and fourth year levels.	No Action to be taken other than that outlined in 1.a of this plan.	See 1.a	See 1.a
1.e	That online language course offerings be expanded and an eLearning strategy be developed.	No Action to be taken other than that outlined in 1.a of this plan.	See 1.a	See 1.a
1.f	That Italian Studies, together with others in Department of Linguistics,	Continue collaboration with development of the already proposed Certificate in Languages and Culture.	Coordinator of Italian Studies to work with	December 2022: DLL to submit proposal for a new certificate in

	Literatures and Linguistics, explore the possibility of establishing a new program in Global Languages and Culture.		proponent of the proposed certificate.	Global Languages and Cultures to the Faculty curriculum committee for review.
2.a	Delist courses not offered and update calendar copy.	Continue with review of Italian Studies courses and proposals to delist courses that are no longer part of the curriculum.	Program coordinator, curriculum staff in LAPS	To be completed in the 2021-2022 cycle for program approval governance.
2.b	That literature-based courses centered on canonical authors be discontinued or redesigned.	No action to be taken aside from possible delisting or reactivation of lapsed courses.	See 2.a	Ongoing, as need and time allows.
3	Re-examine Study Abroad options for Italian Studies.	No action to be taken. The Dean's office has revitalized the LA&PS Study Abroad initiative. Courses are required to be taught by full-time Faculty; resources not sufficient in the program for this.	n/a	n/a
4.a	That short-time contractual hires be considered to enable to initiatives listed above recommendations.	No action to be taken. Full complement renewal in Italian Studies not under consideration at this time.	n/a	n/a
4.b	That a long-term hiring strategy and contingencies for such be established.	No action to be taken. Full complement renewal in Italian Studies not under consideration at this time.	n/a	n/a
5.a	That Italian Studies engage in a marketing and communications strategy to internal and external communities.	No further action to be taken. All LAPS program websites have been revamped; program coordinator actively participates in centralized recruitment initiatives. Further	n/a	n/a

		activities may be beyond available program resources.		
5.b	That the department explore advancement and development opportunities with the central Office of Institutional Advancement, including the establishment of an advisory board.	No action to be taken. Over the long term, it may be deleterious to try to establish or promote these relationships if they cannot be sustained.	n/a	n/a
6	That Italian Studies rebuild community and forge a common vision and purpose beyond meetings with the Department of Language and Literatures.	No action to be taken. Culture and Morale have improved over the recent period.	n/a	n/a



**YORK UNIVERSITY**  
Final Assessment Report

**Portuguese and Luso-Brazilian Studies,  
Undergraduate Program (BA)**

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2008 to 2020**

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

**Program(s) Reviewed:**

BA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Patricia Vieira, Professor, Spanish & Portuguese, Georgetown University, Washington, DC, USA

Dr. Susan Warwick, Associate Professor, Department of Humanities, York University, Toronto, Ontario, Canada

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: May 3, 2021

Date of the Site Visit: June 25, 2021

Review Report received: August 24, 2021

Program Response received: October 2022

Dean's Response received: April 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2022

Submitted by Lyndon Martin, Vice-Provost Academic, York University



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

**SITE VISIT: June 25, 2021**

The visit included discussions with the following individuals: Lyndon Martin, Vice Provost Academic; John-Justin McMurtry, Dean of the Faculty of Liberal Arts and Professional Studies (LAPS); Sean Kheraj, Associate Dean Programs; and Anita Lam, Associate Dean, Teaching and Learning.

Representing the program were the following: Maria Joao Dodman, Chair of the Department of Literatures and Linguistics, Ahouva Shulman, Undergraduate Program Director; Catia Martins, Visiting Professor; and Aida Jordao, part-time instructor.

The reviewers also met with University Librarians, Jack Leong, Associate Dean, Research & Open Scholarship and Patti Ryan, Content Development and Analysis Department.

**OUTCOME:**

The Joint Sub-Committee on Quality Assurance has received the Program and Decanal responses to the recommendations and approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (December 2023) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

As per the York University Quality Assurance Procedures, the next Cyclical Program Review should launch in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

**PROGRAM DESCRIPTION AND STRENGTHS**

The Program of Portuguese & Luso-Brazilian Studies is the most recent foreign language program in the Department of Languages, Literatures & Linguistics (DLLL) and only one of two of this nature in Canada. The creation of the program was the result of ongoing conversations with York's long-standing partner, the Camoes Institute, a Portuguese cultural institute of high regard.

The program offers three levels of language learning, from elementary to advanced, a course that serves as an introduction to Luso-Brazilian Cultures and Cinema, upper-level courses in literature and cinema and an experiential education course. A Certificate of Language Proficiency is also offered.

The reviewers said, "Through its engagement with the Portuguese-speaking community of the GTA—for instance, by offering experiential learning courses, by promoting internship opportunities and by encouraging student participation in Lusophone events in the community—the program also draws student attention to the cultural diversity of

the GTA, as well as to the diversity of cultures in the various Portuguese speaking countries.”

The reviewer remarked on the course solely dedicated to the literature and culture of the Azores, the region from which most Portuguese immigrants to Canada come from, noting that it is one of very few such courses in North America.

The reviewers summed up the issue of enrolments and resources succinctly, “Without an increase in resources, additional courses cannot be offered, but additional resources cannot be provided given low application and enrolment numbers.”

Collaboration between the Portuguese and Luso-Brazilian Studies program and the Spanish program was suggested as an opportunity to be explored. This pairing has been successful in other universities in North America.

In their final summary, the Reviewers noted, “This is a small but vibrant program that suffers from poor student enrolment. Raising the visibility of Luso-Brazilian studies within the University population and among incoming students would be one way to attract more students to the program. Partnering with other programs and institutions within the University, including partnerships with the Schulich School of Business or participation in the Certificate of Global Languages and Cultures that is currently being developed by the Department of Languages, Literatures and Linguistics is another way to recruit students. The hiring of a second full-time instructor, possibly a teaching stream appointment, would also be important to ensure the viability of the program in the long run.”

## **RECOMMENDATIONS AND RESPONSES**

### **RECOMMENDATION 1**

Engage in more robust recruitment, including among high school students in the GTA, first year York University students, particularly Undeclared Majors, and students from other programs in the university

#### **Program Response**

As outlined in the self-study the program wishes to collaborate with the Faculty’s Recruitment team and participate in direct recruitment events either online or in-person. The program is particularly interested in engaging with high school students, first year students and Undeclared Majors. Faculty members are interested, not only in attending recruitment events in high-schools and other venues, but also in mounting events for continuing students such as workshops, career panels and information sessions. An example of current activities is an event in partnership with Founders College for an information session on “What can I Do with a Degree in Languages.”

Portuguese is an important world language that can serve any student wishing to pursue a career in Latin America, Africa, Europe and Asia. Even locally there is growing need for Portuguese speakers (the Magellan Community Charities as

outlined in the self-study is only one example). The assistance of the Dean's Office is required in establishing and promoting specific program recruitment initiatives as well as ensuring wider advertisement among various student groups and programs.

#### Dean's Response

The Office of the Dean of LA&PS continues to support active recruitment for all programs and supports specific focus on recruitment for our language programs. This includes both online and in-person recruitment activities. Making connections with prospective students in high schools and colleges remains a significant challenge, but all efforts continue. The Dean's Office also supports the Portuguese & Luso-Brazilian Studies program's efforts to expand its recruitment activities.

### **RECOMMENDATION 2**

Partner with other programs from the university, including Business and Commerce, to offer courses tailored for these students, including, for instance, "Portuguese for Business".

#### Program Response

The program has attempted over the years to establish such links with other programs, including Schulich. In addition, the program is prepared to participate at their recruitment events and has informed Schulich colleagues of this. No invitation has been forthcoming. There are other factors as well. Some programs' degree requirements are heavy and densely structured, leaving little to no opportunity for students to take courses in other disciplines.

The program does not believe that a creation of a course in Portuguese for Business will attract students unless there is a shift regarding the value of a foreign language in a university curriculum. However, the program is available to explore this option and others. Guidance and input from the Dean's Office is sought regarding the possibility of creating a General Education course that could potentially bring more students to the program and raise its visibility across the university. The program is aware, however, that this has not had an impact on increasing the number of majors in other foreign language programs in the Department of Literatures and Linguistics.

#### Dean's Response

While the Dean's Office appreciates the recommendation to make deliberate efforts to attract students from business programs to Portuguese & Luso-Brazilian Studies courses, there are limitations to this strategy. As the program response indicates, the department has made similar efforts in the past with limited success. The BBA program at Schulich, while significant in size, is not the largest undergraduate program at York (or even the largest business program) and efforts to attract non-majors to PORL courses need not be limited to this one group of students. The development of General Education courses may be a reasonable strategy to bolster course enrolments in DLLL. However, this strategy has not had a significant impact on persuading students to adopt a new major.

**RECOMMENDATION 3**

Join efforts with other DLLL programs, in the development of new innovative programs currently under discussion (e.g., Certificate of Global Languages and Cultures).

**Program Response**

Perhaps due to the fact that Portuguese & Luso-Brazilian Studies is the most recent program in the DLLL, innovation and trends have been at the forefront of several curricular initiatives. For instance, the program was the first in the department to mount an experiential education course with several placements within Portuguese-speaking businesses and associations in the GTA. The program believes that it would be productive and attractive for students to mount courses with our colleagues in Spanish that would serve students in both programs. Considering the historical and cultural links of Ibero-American cultures and faculty members' research interests, such joint initiatives would boost enrollments.

The program is interested in participating in the Certificate of Global Languages and Cultures and in the discussions that started to take place in the department before the pandemic regarding the creation of the pan- language degree. In fact, MJ Dodman as the current Chair and a faculty member in Portuguese & Luso-Brazilian Studies has proposed the certificate and remains committed to leading the discussions regarding a new degree proposal.

**Dean's Response**

The Office of the Dean of LA&PS continues to support the initiative to develop a certificate in Global Languages and Cultures and will continue to work with academic leaders in the Department of Languages, Literatures, and Linguistics on the structure and future of our language programs, including Portuguese & Luso-Brazilian Studies. Low enrolments and small numbers of majors continue to be serious concerns and risks for these programs as program viability challenges ahead are faced. The Dean's Office sees the expansion of e-Learning options and the development of programming in world languages and cultures as initiatives with strong potential for reinvigorating enrolments and student interest in language learning.

**RECOMMENDATION 4**

Explore opportunities for the expansion of on-line course offerings, particularly in Portuguese language acquisition.

**Program Response**

We agree that this should be a future direction. In fact, the program is launching its first Blended course in Winter of 2022 and we are proposing that Portuguese 1000, our beginner's language course, be mounted entirely online for Fall/Winter 2022-23. We believe that this strategy might attract more students looking for online options.

Additionally, this strategy might enable the program to build a strong base of students at the beginners' level that can then continue their studies in the discipline and enroll in subsequent levels.

#### Dean's Response

The Office of the Dean of LA&PS also supports this recommendation and agrees that expanding online courses in languages will help make language learning more accessible to a broader range of students.

### **RECOMMENDATION 5**

Explore opportunities for enhanced recruitment of international students, particularly from China where Portuguese language proficiency is increasingly necessary for careers in locations such as Mozambique and Macao where China has strong economic interests.

#### Program Response

The program welcomes this recommendation and seeks the assistance from the Dean's Office regarding this wider, international recruitment endeavor. The program recognizes that currently there is not sufficient interest from Chinese students to study Portuguese in Canada. However, due to the fact that Toronto houses the largest Portuguese-speaking community outside Portugal and significant and rising numbers of Brazilian, Angolan, and Cape Verde immigrants, there are additional opportunities to explore. In terms of recruitment and advertising the program abroad, it might be worth considering not only emphasizing Canada's commitment to multiculturalism – and in particular the cultural diversity of Toronto and the GTA – but, and more specifically, by highlighting the program's close contacts and established partnerships with Toronto's Portuguese-speaking communities, and the university's geographical proximity to Little Portugal and other Portuguese-speaking enclaves.

#### Dean's Response

The Faculty of Liberal Arts & Professional Studies draws significant numbers of international students to its programs. Although the total number of majors in the foreign language programs (German, Italian, Portuguese, Spanish) is small, nearly 24% of the majors are already international students. There may be some potential to recruit more international students to these programs, however. The Faculty's international student recruitment strategy strives to diversify both the home countries where we recruit international students (currently the vast majority of all LA&PS international students come from China) and the programs in which international students enrol (the majority of international students in LA&PS enrol in business and economics programs).

### **RECOMMENDATION 6**

Explore opportunities for enhanced experiential education by offering courses such as PORL 4010 3.0 Language in Context: Portuguese in the GTA on a regular basis.

### Program Response

The program already offers a vast number of opportunities in addition to its pioneer EE course POR4010 3.0 Language in Context: Portuguese in the GTA. This course has been offered twice since its inception. Regrettably, and although students praise the contents of the course and appreciate learning about Toronto's Portuguese-speaking communities and practice their skills in immersive and authentic settings, there has been difficulty attracting more students to the course. One of the reasons seemed to be the fact that York students see it as an "inconvenience" to have to travel to the locals of the placements. A potential solution for this problem might be to establish paid internships so students can see the financial added value of the experience. The assistance and support of the Experiential Education Office is sought in seeking such paid opportunities. More paid partnerships would also attract students to a "Portuguese for the Professions" or "Portuguese for Business" course.

### Dean's Response

The Dean's Office supports the development of experiential learning opportunities in all programs in the Faculty. PORL already has experiential education courses that involve work placements. However, as the program notes, recruiting students to enrol in such courses is challenging. This is further exacerbated by the small numbers of students who major in Portuguese & Luso-Brazilian Studies. Non-majors do not typically take 4000-level courses. There are a growing number of paid internship opportunities for all LA&PS students, including students in Portuguese & Luso-Brazilian Studies. Paid internships are not connected to courses or course credit. They are optional for students who wish to take up paid work concurrent with their studies for terms between 4-16 months.

## RECOMMENDATION 7

Expand the range of course offerings to include more that engage Brazilian literatures and cultures to attract a larger student cohort.

### Program Response

Currently, the program offers three courses that engage directly in Brazilian culture and literature. These are: AP/POR 2600 6.00 *Luso-Brazilian Cultures and Cinemas*, AP/POR 3650 3.00 *Cannibal Brazil: Cultural Encounters in Literature and Film* and AP/POR 4630 3.00 *Mapping Brazilian Identity*. In addition, three language courses taught by an instructor who is Brazilian welcome and include both European and Brazilian variants. Students can also take several Brazil-focused courses in other areas that compliment program offerings.

Perhaps rather than mounting more courses in this area, enrolment in these courses should be strengthened. Some of these courses have enrolled well throughout the years, but the perceived unimportance of the Humanities, and of Brazil, presents a major barrier to efforts to enrol students.



### Dean's Response

The program in Portuguese & Luso-Brazilian Studies faces significantly low enrolments that continue to concern the Office of the Dean of LA&PS and raise challenges for program viability. Expansion of course offerings and adding new resources to the program are unlikely options at this time. The Dean's Office sees the expansion of eLearning in language programs as the best strategy to make language learning more accessible and attract more enrolments.

### OVERALL COMMENTS FROM THE PROGRAM

The program appreciates the insightful and careful analysis of the reviewers. In particular, the program appreciates that the reviewers identified the high quality of the "small but vibrant" program in line with similar Portuguese programs in North American higher education institutions that reflects the current state of the discipline. The reviewers' praise of the program's extensive experiential education activities and student-centered opportunities was appreciated, as well as recognition of efforts to address several concerns, including the lack of visibility of the program. The program looks forward to working with the Dean's Office to raise the profile of the program and mounting efforts to increase enrolments.

### Dean's Response to the Overall Comments

The Dean's Office will continue to pursue vigorous undergraduate student recruitment strategies in partnership with the program to enhance its visibility. However, the difficult circumstances associated with low enrolments must be faced, including consideration of the possibility of program restructuring, reorganization, or even closure.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That more robust recruitment for the major be undertaken.	Discussions between faculty members and administrative staff should be undertaken to establish a plan for recruitment to language programs.	Associate Dean, Programs; Director of Strategic Enrolment Management; Assistant Director, Student Recruitment, and Chair of the Department of Languages, Literatures, and Linguistics	September 2022 for meetings
2.	That the program partner with other programs, including business programs, to offer "Portuguese for Business courses	Discuss development of a general education course, open to all students, with the Associate Dean, Programs.	Associate Dean, Programs; Chair, DLLL	Discussions to take place by the end of Summer 2022.
3.	That the program join with other DLL programs in the development of a Certificate in Global Languages and Cultures	Continue collaborative work to develop proposal for proposal for a new certificate in Global Languages and Cultures.	Chair, Department of Languages, Literatures, and Linguistics; Associate Dean, Programs; Associate Director, Faculty Curriculum	Submission of proposal for certificate by December 2022 to the Faculty curriculum committee.
4.	That the program explore the expansion of on-line course offerings.	Develop PORL 1000 as a fully online course. Exploration of further online	PORL program coordinator; Associate Dean, Teaching and	PORL 1000 fully online for September 2022.

		course offerings in future should be undertaken, keeping in mind that a change of delivery mode for a will also require the submission of major modification proposal.	Learning, along with those supporting instructional design for eLearning.	
5.	That the program explore enhanced recruitment of international studies.	Faculty and program to continue ongoing recruitment initiatives to attract international students.	Dean's Office, York International, Central Recruitment in the Division of Students	ongoing
6.	That the program explore enhanced experiential education options.	Program to meet with the Experiential Education director to learn more about paid internship or other experiential education opportunities	PORL coordinator; Associate Director, Experiential Education (LA&PS)	Meet when feasible.
7.	That the program expand the range of course offerings focused on Brazilian literatures and cultures.	No further courses to be added at this time. Ongoing work to recruit students will continue.	Dean's Office, Department, and Program.	Ongoing monitoring of Fall 2022 enrolments.

## The Senate of York University – Minutes

**Meeting:** Thursday 27 October 2022, 3:00 pm  
Via Zoom

M. Roy (Chair)	S. Gajic-Bruyea	J. Magee	J. van Wijngaarden
P. Puri (Vice-Chair)	M. Guidice	C. Mallette	G. Vanstone
P. Robichaud (Secretary)	A. Glasbeek	L. Martin	A. Viens
O. Alexandrakis	J. Goodyer	D. Matten	K. Vokes
R. Allison	J. Grant	C. McAulay	R. Wang
A. Amirfazi	R. Green	A. McKenzie	R. Wang
A. Asif	M. Hamadeh	J.J. McMurty	S. Watson
G. Audette	Y. Hernandez	B. Meisner	N. Waweru
S. Bay Cheng	W. Ho	R. Metcalfe	K. White
D. Berbecel	R. Hornsey	K. Michasiw	N. Zamisa
M. Biehl	M. Hosale	A. Mishra Tarc	G. Zhu
G. Binsted	A. Hovorka	D. Mittal	D. Zwick
M. Bloom	B. Hu	M. Moir	
M. Budworth	M. Karakul	M. Morrow	
M. Bunch	S. Karimi	S. Murtha	
M. Buttigieg	A. Kimakova	R. Ophir	
N. Chidemo	J. Kirchner	A. Ouedraogo	
T. Choi	G. Kistruck	V. Pavri	
E. Clements	T. Knight	P. Phillips	
J. Conder	K. Krasny	C. Popovic	
M. Condon	C. Lamaison	E. Prince	
S. Cote-Meek	G. Langlois	A. Pyée	
S. Day	F. Latchford	T. Remmel	
M. Dodman	J. Lazenby	N. Robinson	
C. Ehrlich	R. Lee	R. Ross	
S. Embleton	V. Lehan	V. Saridakis	
J. Etcheverry	N. Lemish	D. Steinfeld	
O. Eyawo	R. Lenton	K. Tasa	
S. Farag	T. Loebel	S. Tchang	
K. Fergus	M. Longford	T. Theophanidis	
D. Fernandez	P. Lynch	P. Tsasis	
M. Fiola	A. MacLennan	R. Tsushima	

### 1. Chair's Remarks

The Chair, Professor Mario Roy of Glendon College, welcomed Senators to the meeting.

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### 2. Business Arising from the Minutes

There was no business arising from the minutes of the meeting of 27 October 2022.

### 3. Inquiries and Communications

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

The written report from the Academic Colleague to the Council of Ontario Universities, Senator William van Wijngaarden, was received as distributed.

### 4. President's Items

President Lenton reported on the following items:

- the development of a new framework for the sustainability strategy, which will see an expanded Office of Sustainability, the new position of Chief Sustainability Officer, and a new million-dollar fund for Sustainability Innovation
- preliminary 2022-2023 enrolments, highlighting York's return to its historic market share as well as ongoing impact of the pandemic on enrolments, specifically of international students
- external developments related to post-secondary education, which include the pending final report of the Auditor General of Ontario on Laurentian University, the challenging financial context anticipated the next few years, and ongoing pandemic-related challenges

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 of Non-Designated Senate Committees

The Vice-Chair reported that no further nominations had been received and presented Senators with a slate of nominees for positions on Senate committees with non-designated seats. It was moved and seconded **"that nominations be closed"** for the elections to Senate committees.

b. Information Items

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The Vice-Chair spoke to the Executive Committee’s information items in the report circulated with the agenda, including:

- The Committee’s ongoing monitoring of the impact of the disruption on academic activities, centred currently on the timing to declare the disruption ended.
- The Executive Committee’s priorities for 2022-2023, the list of which is in Appendix A to Executive’s written report
- The *2021-2022 Year-End Report on Senate Actions* shared with Senate in this agenda as a recap of the significant and extensive work completed by Senate and its contributions to academic planning and policy over the course of the year.

### 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 Type 2 and 3 Diploma in Global Metals and Minerals Management, Schulich School of Business

It was moved, seconded and *carried* 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.**”

#### b. Establishment of a Certificate in Educational Development, Faculty of Education

It was moved, seconded and *carried* that “**Senate approve the establishment of a Professional Certificate in Educational Development in the Faculty of Education, effective FW 2023-2024.**”

#### c. Establishment of a Disciplinary Certificate in Counselling and Mental Health

It was moved, seconded and *carried* 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.**”

#### d. Establishment of a Field in Sustainability within PhD program in Administration, Schulich School of Business

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It was moved, seconded and *carried* 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.**”

### e. Facilitated Discussion: Academic Conduct Policy

The consultation session on the draft *Academic Conduct Policy and Procedures* facilitated by ASCP was a targeted response to the call to enhance Senator participation in Senate meetings.

Over the past two years, ASCP and SAC have worked collaboratively to develop the draft *Academic Conduct Policy and Procedures* to supersede the *Academic Honesty Policy*. An Academic Honesty Policy Review Working Group was established in Spring 2020 to take up this work with input sought from ASCP, SAC and the University community along the way. Key milestones in the policy development were detailed in Appendix E of the ASCP report in the agenda package.

Noting the framing question set out in the ASCP report, Senator Bunch highlighted the major differences between the existing and new policies, specifically:

- the removal of the requirement to hold an exploratory meeting for all investigations and the creation of specific procedures for cases of high volume academic misconduct.
- that course directors or other designated people (persons of primary responsibility or their designate[s]) will handle investigations and make decisions subject to criteria.
- that direct resolution by course directors 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. Faculties will have the ability to set a lower threshold if they wish.
- that students 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.

These planned revisions represent a significant shift in the core framing of the Senate policy and processes governing academic conduct. Accordingly, Senators’ views were

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gathered in advance of the revisions being finalized to support a well-informed final version being presented to Senate for approval.

Views expressed by Senators include:

- concern about the removal of the exploratory meeting as well as course director-led resolution, particularly for pre-tenure colleagues.
- the importance of considering equity, diversity and inclusion in relation to the new Policy
- the need for further resources to support the education of both students and instructors on academic conduct.

Senate’s feedback will be discussed by ASCP. The latest version of the draft Policy will be posted to the ASCP website.

### 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 22 September 2022

The Minutes of the meeting of 22 September 2022 were *approved by consent*.

#### 10. Senators on the Board of Governors re: October 2022 Meeting of the Board

A synopsis of the Board meeting of 3 October 2022 as conveyed by Senators Etcheverry and Budworth was *noted*.

Mario Roy, Chair \_\_\_\_\_

Pascal Robichaud, Secretary \_\_\_\_\_